

SOCI 398 **SPECIAL TOPICS IN SOCIOLOGY (1-3) [credit depends on topic]** *Prerequisite:* *A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

SOCI 399 **INTERNSHIP IN SOCIOLOGY (1-6)** *Prerequisite:* *Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and school dean prior to registration.* This course provides the student with a supervised work experience in a setting in which sociology is applied. Examples of work settings include, but are not limited to, advertising agencies, personnel departments in large businesses, market research firms, municipal planning offices, correctional agencies, and social service departments. Internships are developed by the student with assistance from the sociology staff and/or the internship coordinator. (See "Internships.")

SOCI 430W **SENIOR RESEARCH CAPSTONE [Writing Enriched] (3)** *Prerequisites:* *ENGL 111W-112W or ENGL 223W, SOCI 201, 277, 358, and 374.* Contemporary Issues in Sociology. This course is designed to synthesize the student's sociology program experiences. During the semester each student chooses a research topic, carries out the appropriate literature review, and designs the research method to be used to investigate the topic chosen.

SPANISH COURSES (SPAN)

All students entering the 102, 201 and 202 language levels will be required to take a placement test. The results of this test will determine the highest level of the language in which a student may enroll: i.e. 0-24 = SPAN 101, 25-40 = SPAN 102, 41-52 = SPAN 201 and 53-60 requires an oral interview to determine proper upper-level placement. Class level placement is also based upon the successful completion of the prerequisite language course at the college level, earned AP credit or by consent of the instructor.

To waive the general education requirement for SPAN 201, students must score 53 or above and pass an additional evaluation that includes an oral interview and a written component.

Work in the MLRC constitutes part of the elementary and intermediate language courses. It is designed to furnish peer language tutors for review and to teach and test listening comprehension and speaking skills, the components of which are auditory discrimination, auditory memory, pronunciation and fluency.

For students whose native language is not English, the foreign language general education requirement may be waived using the substitution waiver form based on documentation of proficiency in the native language provided to the Department of Modern and Classical Languages. In cases in which students are foreign nationals, documentation of their international student status from a country where English is not the native language is sufficient for the department to waive the foreign language requirement.

SPAN 101-102 **ELEMENTARY SPANISH (3,3)** This course sequence introduces four language skills in Spanish: listening comprehension, speaking, reading, and writing with emphasis on basic grammar and oral proficiency. Work in the language laboratory is required.

SPAN 201 **INTERMEDIATE SPANISH (3)** *Prerequisites:* *SPAN 101-102 (each student's level is determined by a placement test that is given at the beginning of the course).* This course provides a review of grammar and intensive reading and conversational practice, with emphasis on speaking, in Spanish. This course brings students to the novice high/intermediate low oral proficiency level (ACTFL Guidelines). Work in the language laboratory is required.

SPAN 202 **INTERMEDIATE SPANISH (3)** *Prerequisite:* *SPAN 201.* This course reviews fundamental principles of grammar with an introduction to Spanish and Latin American civilization through readings in contemporary prose and poetry. Emphasis is on oral practice and vocabulary building based on readings.

SPAN 205 **INTERMEDIATE SPANISH - MEDICAL (3)** *Prerequisites:* *SPAN 101-102 (each student's level is determined by a placement test that is given at the beginning of the course).* This special section of Intermediate Spanish focuses on medical and health-related terminology, contexts, and situations. The course offers practice of the same grammatical concepts and linguistic functions as in all other sections of Intermediate Spanish, but the vocabulary and correlating role-play situations and lab activities will focus on health-related situations. This course will bring students to the novice high/intermediate low conversational level (ACTFL guidelines). By taking this course, students planning for careers in health sciences fields should be better able to address the health-related social, linguistic, and cultural needs of the Hispanic

population. Work in the Modern Language Resource Center is required. This course fulfills the General Education requirement for Foreign Languages.

SPAN 206 **SPANISH FOR INTERNATIONAL AND CRIMINAL LAW (3)** *Prerequisite: SPAN 201 or equivalent.* This special section of Intermediate Spanish 202 focuses on legal terminology, contexts, and situations. This course offers practice of the same grammatical concepts and linguistic functions as in other sections of Intermediate Spanish 202, but the vocabulary and correlating role-play situations and grammar practice activities will focus on situations involving criminal and international law. This course reviews fundamental principles of grammar through readings, projects, writing assignments and mock court procedures involving situations of international and criminal law.

SPAN 208 **HISPANIC LITERATURE IN ENGLISH TRANSLATION (3)** This course focuses on selected works of the most representative authors of the twentieth century in Spain and in Spanish America and satisfies the literature requirement in general education.

SPAN 221 **ADVANCED LANGUAGE PRACTICE: CONVERSATION (3)** *Prerequisite: SPAN 202.* This course offers intensive practice in both oral and written Spanish to develop fluency and correctness expression. While this course has both writing and speaking components, emphasis will be given to developing oral fluency with grammatical accuracy in class discussions and speaking assignments based on cultural readings.

SPAN 222W **ADVANCED LANGUAGE PRACTICE: COMPOSITION (3)** *Prerequisites: ENGL 111W-112W or ENGL 223W, and SPAN 202.* This course offers intensive practice in both oral and written Spanish to develop fluency and correctness expression. While this course has both writing and speaking components, emphasis will be given to developing writing ability through frequent compositions based on cultural readings and class discussions.

SPAN 277 **STUDY ABROAD: INTRODUCTION TO THE CULTURE AND CIVILIZATION OF SPAIN (3)** This course features the study of the history, culture, and civilization of Spain and is taught in Spain as part of the summer Study Abroad Program. There is no prerequisite and is taken as elective credit.

SPAN 311 **CINEMA IN SPANISH (3)** *Prerequisite: SPAN 221 or 222.* This course will explore a particular topic in depth through the use of Hispanic films and, when appropriate, literature. Possible topics include: Hispanic gender roles, the interpretation and representation of Hispanic history, contested Hispanic cultural and political questions, and the depiction of Hispanics in current U.S. and other non-Hispanic films.

SPAN 340 **THE CULTURE AND CIVILIZATION OF LATIN AMERICA (3)** *Prerequisite: SPAN 202 or 206.* This broad introduction to Spanish American culture focuses on the geography, environmental concerns, political systems, economics, and an abbreviated history of Spanish American culture, beginning with pre-Columbian cultures. Emphasis is placed on cultural contributions including, but not limited to, art, music, film, food, and literature.

SPAN 341 **THE CULTURE AND CIVILIZATION OF SPAIN (3)** *Prerequisite: SPAN 202 or 206.* This course is a study of the cultures, history, geography, politics, society, and the economy of Spain. Although the focus for the course will be contemporary, an overview of Spanish history is necessary to understand modern Spain.

SPAN 351 **INTRODUCTION TO SPANISH LINGUISTICS (3)** *Prerequisite: SPAN 221 or 222.* This course is an introduction to the basic linguistic issues concerning the Spanish language, from the point of view of contemporary linguistics theory. It will familiarize students with the basic concepts of the principle areas of linguistics: syntax, semantics, morphology, phonetics, phonology, historical linguistics, dialectology, psycholinguistics, first and second language acquisition and sociolinguistics.

SPAN 387 **DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

SPAN 377 STUDY ABROAD (3) *Prerequisite: SPAN 101.* This course is designed for students studying abroad in a Spanish speaking country for linguistic and cultural immersion. The course will include language instruction or cultural/literary instruction pertaining to the region where the travel takes place in order to help students gain proficiency in the Spanish language and the cultural practices of the location. This course may be taught in English or Spanish. If taught in English the course must be taken in conjunction with another Spanish course at the 102 level or above.

SPAN 397 INDEPENDENT STUDY IN SPANISH (1-3) *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

SPAN 398 SPECIAL TOPICS IN SPANISH (1-3) [credit depends on topic] *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

SPAN 399 INTERNSHIP IN SPANISH (1-6) *Prerequisites: Juniors and seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty and school dean prior to registration.* Students may earn college credit for participation in an internship with a business firm, a government agency or a private non-profit organization; jointly supervised by the program and the responsible organization administrator. The internship is expected to provide the student with an opportunity to apply, in a practical way, some of the language skills acquired in the study of Spanish. (See “Internships.”)

SPAN 441 ADVANCED CONVERSATION AND CULTURE THROUGH SPANISH LANGUAGE RESISTANCE MUSIC (3) *Prerequisite: SPAN340 or 341.* This course will introduce students to major resistance movements in the Spanish speaking world and the role that music has played within these movements. The course will focus on music and resistance movements from the latter half of the 20th century to the present, and students will study the song lyrics and musical strategies that have been used to combat censorship and oppression.

SPAN 442 ADVANCED CONVERSATION AND CULTURE THROUGH DOCUMENTARY FILM IN SPANISH (3) *Prerequisite: SPAN340 or 341.* This course focuses on helping students improve their Spanish language skills while at the same time increasing their understanding of Spanish-speaking cultures. Students view, analyze and discuss documentary films that focus on contemporary and historical themes from the Spanish-speaking world.

SPAN 460W LITERATURE IN SPANISH: LATIN AMERICA [Writing Enriched] (3) *Prerequisites: ENGL 111W-112W, ENGL 223W, or HONR 103, and SPAN 221 or 222.* This course includes a broad survey of Latin American literature written in Spanish from the colonial period to the present. It will include a selection of the most representative works from the Colonial period, the 19th century, as well as works from the 20th and 21st centuries in the genres of prose, poetry and drama. Students will also learn strategies for conducting literary analysis of a text in Spanish.

SPAN 461W LITERATURE IN SPANISH: SPAIN [Writing Enriched] (3) *Prerequisites: ENGL 111W-112W, ENGL 223W, or HONR 103, and SPAN 221 or 222.* This course includes a broad survey of Peninsular Spanish literature from the medieval period to the present. It will include a selection of the most representative works from the Middle Ages, Spain’s Golden Age, the Generation of ’98, as well as works from the 20th and 21st centuries in the genres of prose, poetry and drama. Students will also learn strategies for conducting literary analysis of a text in Spanish.

SPAN 470 METHODOLOGY OF TEACHING SECOND LANGUAGES (3) *Prerequisite: Junior or senior status.* This course is designed for students interested in teaching French, Spanish or English as a second language (ESL). The course provides a thorough introduction to contemporary theories of second language acquisition, methods of language teaching and assessment, and current issues in second language teaching. Additional work will be required for graduate credit.

SPAN 478 HONORS THESIS (3) *Prerequisites: Spanish majors with senior standing and consent of instructor.* This course provides supervision and guidance of an Honors Thesis. Students will write

a thesis in Spanish on a topic relating to Spanish or Latin American culture, literature or linguistics using sources originally written in Spanish, under the direction of a faculty member in Spanish. Students will also be required to present their thesis orally in a thesis defense conducted entirely in Spanish.

SPECIAL EDUCATION COURSES (SPED)

SPED 213 INTRODUCTION TO SPECIAL EDUCATION (3) This course is the first to be taken in the study of special education. It provides understanding of disability –related laws, legislative/judicial mandates, rules and regulations on the federal, state and local level. Course content will focus on knowledge of the foundation for educating students with special needs including historical perspectives, models, theories, philosophies and trends in special education. Characteristics, definitions causation, behaviors, levels of severity, age span issues, and medical aspects of the major disability groups will be discussed and demonstrated. Educational implications, ethical /cultural/environmental issues and family rights/responsibilities are also addressed.

SPED 234 CHARACTERISTICS OF DEVELOPMENTAL DISABILITIES (3) *Prerequisite: SPED 213.* This course focuses on the study of the definitions, characteristics, theories, etiology and learning/behavioral support needs of students with disabilities who are accessing the general education curriculum at K-12 school levels. Included are students with intellectual and developmental disabilities, autism, other health impairments, traumatic brain injury and multiple/physical disabilities. Knowledge of characteristics as it relates to age, levels of severity and developmental differences in all areas of functioning are studied. Additional attention is directed to causes, programs/services, current issues and future directions in the field.

SPED 330 FIELD EXPERIENCE II (SE) (1) *Prerequisites: EDUC 202, 211; Corequisite: EDUC 313.* This course provides pre-service teachers with opportunities to apply instructional skills in controlled situations under the guidance of experienced professionals. Students participate in two hours of observations and tutorial instructional activities per week in special education classrooms in local public and private schools. There will be opportunities to view the structure of general education classrooms and other instructional settings representing the continuum of special education services. Seminars and other activities will provide opportunities for analysis and reflection. This course may be retaken only once with the permission of the instructor. A grade of B- or above is required in this course before taking SPED 430. Enrollment in SPED 330 is limited to students enrolled in a teacher licensure program. This course requires a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

SPED 331 PROGRAM DESIGN IN SPECIAL EDUCATION (3) *Prerequisites: EDUC 211, SPED 213.* This course provides training in program design for students with disabilities who are accessing the general education curriculum across the K-12 grade levels. It provides knowledge regarding IEP and Section 504 plans, inclusion with nondisabled peers, service delivery, designing classroom environments and management, adapting materials and technology. Program accommodations, placement, scheduling, grouping, curriculum development/models (both general and special education) will also be addressed.

SPED 334 CHARACTERISTICS OF LEARNING AND RELATED DISABILITIES (3) *Prerequisite: SPED 213.* This course focuses on the study of the definitions, characteristics, theories, etiology and learning/behavioral support needs of students with disabilities who are accessing the general education curriculum at K-12 school levels. Included are students with learning disabilities, emotional disturbance and behavior disorders. Knowledge of characteristics as it relates to age, levels of severity, and developmental differences in all areas of functioning are studied. Attention is directed to causes, educational needs and specialized methods/ programs/services as well as current issues and future directions in the field.

SPED 336 COLLABORATION WITH FAMILIES, EDUCATORS, AND RELATED SERVICE PROVIDERS (3) *Prerequisites: EDUC 101, 201, 202, PSYC 241, SPED 213.* Students in this course are introduced to the issues and practices of educators who deal with students with diverse learning challenges. Students learn effective collaboration strategies that will help them deal with para-educators, peer teachers, families, related service providers, and community agency staff members. Attention is given to issues such as integrated services, coordination between general and special educators, teaming, family-focused collaboration, community resources, and models of service delivery.