

Cover letter to Curriculum Council

The following requests for CC action are either directly or indirectly tied to enhancing the program “Spanish minor for Business majors.” They include

1. NEW Span 250 Business Spanish in its cultural context. A new 1 credit course
2. REVISION Span 330 Topics in Hispanic Studies. Change from offered *each fall* to offered *each semester*
3. DELETE Span 350 Topics in Hispanic Studies. Delete. This rubric was the exact same as Span 330 except that it was offered each spring instead of offered each fall. We are collapsing what was previously the same course but distinguished by semesters into the same course offered every semester.
4. NEW Span 340 Spanish across the curriculum. A new rubric for .5 credit courses. This designation will function as many of our numbers do at present in which several courses can fit under the rubric. For example, under “Span 408: Early Spanish Literature” courses on Don Quixote, on picaresque literature, on medieval literature, and on Early Modern theater have been offered. For example under this rubric, one course may be, “Span 340 Spanish across the curriculum: Business Law/La ley de comercio.”
5. REVISION Program revision to minor

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Request for Curriculum Council Action

TO: Lynda Duke, Associate Dean of Curricular and Faculty Development

DATE SUBMITTED: Feb 1, 2016

(Please submit 1 double-sided copy of your proposal)

FROM: (Name) Carolyn Nadeau (Department) Hispanic Studies

Email address: cnadeau@iwu.edu

1. WRITTEN RATIONALES: Attach a written rationale, following the guidelines found in the Curriculum Council Handbook, page 3, at www.iwu.edu/melloncenter/cc2015-16handbook.pdf. Please note that CC will not evaluate incomplete proposals. To expedite consideration of your submission, you must read and follow the guidelines carefully.

2. Proposed Action (Please check all that apply):

	Title	Number	Units
<input checked="" type="checkbox"/> New Course	Business Spanish and its Cultural Context	/ / Span 250	/ 1
<input type="checkbox"/> Gen Ed for Existing Course		/ /	/ /
<input type="checkbox"/> Deletion		/ /	/ /
<input type="checkbox"/> Change title from		/ /	/ /
to		/ /	/ /
<input type="checkbox"/> Change number from		/ /	/ /
to		/ /	/ /
<input type="checkbox"/> Change prerequisites from		/ /	/ /
to		/ /	/ /
<input type="checkbox"/> Special Topic/Experimental		/ /	/ /
<input type="checkbox"/> May Term Course		/ /	/ /
<input type="checkbox"/> New Major/Minor			
<input type="checkbox"/> Revised Major/Minor			
<input type="checkbox"/> Other (please specify)		/ /	/ /

3a. If you are requesting General Education unit credit, please check the category:

- Analysis of Values
- The Arts
- Contemporary Social Institutions
- Cultural and Historical Change
- Formal Reasoning
- Gateway Colloquium (see 9b. below)
- Intellectual Traditions
- Literature
- Second Language
- Life Science Issues
- Life Science Lab
- Physical Science Issues
- Physical Science Lab
- Physical Education
- Fitness

3b. Please check the flag(s), if any, you are seeking:

- Writing Intensive
- Global Diversity
- U.S. Diversity

3c. Does this course already carry General Education credit? Yes No

If yes, which category/flag? _____

Will the existing category/flag remain? Yes No

3d. In what way will you assess how this course has met the goals of the Gen Ed category and/or flag(s) for which you are applying?

- Use the Gen Ed Student Survey (Administered by the Registrar's Office)
- Use a different tool/method (please explain)

4. Please insert here the proposed catalog course description. Course descriptions should be limited to no more than 50 words. The description must include (a) title; (b) prerequisites; (c) General Education category; and (d) when offered, although those four items do not count against the 50-word limit.

This course is designed for students planning to work in business or accounting and who want to acquire more business-related language and cultural competency skills before entering the work force. Students will read and analyze business documents in Spanish, present oral reports, and work 1-3 hours/week as part of a group project related to the local Latino community. Prerequisite: Spanish 201 or equivalent. Offered each spring semester

5. Please list any prerequisites: Spanish 201 or equivalent

6. When will this course first be offered? (cannot be current or past term) S 2017

7. Please indicate how often course is offered. Check only the single item that best describes this course. Because these are the only intervals used in the University Catalog, please do not edit or alter the list to fit a particular course. For example, if your course is offered every third year—an interval that does not appear in the Catalog—you might choose "Offered as needed" or "Offered occasionally" instead. Courses that cannot be offered at least every four years should not be proposed.

- | | |
|---|--|
| <input type="checkbox"/> Offered each semester | <input type="checkbox"/> Offered in alternate years, Fall Term |
| <input type="checkbox"/> Offered each Fall Term | <input type="checkbox"/> Offered in alternate years, Spring Term |
| <input checked="" type="checkbox"/> Offered each spring | <input type="checkbox"/> Offered in alternate years, May Term |
| <input type="checkbox"/> Offered each May Term | <input type="checkbox"/> Offered annually |
| <input type="checkbox"/> Offered each semester and May Term | <input type="checkbox"/> Offered every third semester |
| <input type="checkbox"/> Offered occasionally | <input type="checkbox"/> Offered by arrangement |
| <input type="checkbox"/> Offered in alternate years | <input type="checkbox"/> Offered as needed |

8. If your proposal is approved, would you be willing for the Mellon Center to use it as an exemplary submission in the online *Curriculum Council Handbook*? Yes No

9a. Is/are any other department(s) affected in any way by this request (e.g., course is cross-listed, team-taught, required or elective in another major or minor, etc.)?

No. Yes. In what way? _____

Signature of the Head(s) of the Affected Department(s), School(s) or Program(s)

9b. If this proposal is for a Gateway course, does it overlap with any existing courses at IWU?

No. Yes. In what way? _____

Signature of Existing Course Instructor

10. The Curriculum Council assumes that the faculty members of your department have seen and approved of this request. Please sign below if this assumption is correct:



Signature of Faculty Member Primarily Responsible for This Proposal



Signature of the Head of the Department, School or Program

1. Span 250. Business Spanish and its Cultural Context

Catalogue description:

This course is designed for students planning to work in business or accounting and who want to acquire more business-related language and cultural competency skills before entering the work force. Students will read and analyze business documents in Spanish, present oral reports, and work 1-3 hours/week as part of a group project related to the local Latino community. Prerequisite: Spanish 201 or equivalent. Offered each spring semester.

Written Rationale

In this course students will develop language skills and cultural competency for situations that focus on business and its cultural context. It is designed for students planning to work in business or accounting and for any students interested in developing their Spanish language and Hispanic cultural skills in the context of Hispanic economic and business systems. The central course objective is to improve communicative skills as they relate to business. To accomplish this, students will read and analyze business documents in Spanish, present oral reports, and work 1-3 hours/week as part of a group project related to the local Latino community.

Other objectives are:

1. Acquire general knowledge and specific vocabulary related to management, human services, banking, real estate, goods and services, finances, marketing, import/export, business law, means of payment, and transport of goods.
2. Stimulate critical thinking skills and creativity to prepare for international and U.S. (Hispanic) markets
3. Appreciate and better understand the role of Hispanic culture in the business context.
4. Attain a deeper understanding of the role of Latinos in business with respect to the marketplace and buying power.
5. Appreciate the importance of diversity in the business world in the local Bloomington-Normal community, nationally and globally

Some of the course assignments include:

1. daily discussions on business for Hispanics in the U.S. and/or international business as it relates to Spanish-speaking countries via small group work, class debates, and brief oral presentations.
2. workbook exercises to reinforce vocabulary and grammatical structures
3. a mid term and a final exam
4. an 8-10 page research paper on a specific topic as it relates to business Spanish and its cultural contexts. Throughout the semester they will also turn in a variety of exercises related to the research process: note cards, article summaries, annotated bibliography, outlines, multiple drafts, endnotes, and work cited exercises.
5. fieldwork in the B-N community (1-3 hours/week). Opportunities include but are not limited to:
 - Working with Downtown Bloomington Project to better understand the Latino market of Bloomington-Normal
 - Working with WestSide Revitalization project and Conexiones de McLean County to better understand the Latino market of Bloomington-Normal

- Developing and carrying out a membership drive for the Tool Library within the Latino community
- Developing resources for a specific small business owner that promote greater communication between the Latino and non-Latino communities of Bloomington-Normal
- Developing seminars (to be held at BLM Public Library?) on social media, resources in Blo-No, consumer services for the Latino community
- Working with McLean Co Chamber of Commerce and the Economic Development Council to determine attractions for businesses as they relate to Latino community

Prerequisite: Spanish 201 or equivalent.

Maximum enrollment: 15 students.

1. *How does this course fit in with your overall program and faculty/student interest?*

In recent years an increasing amount of students who major and minor in Spanish are looking for ways to use their Spanish in “the real world.” Several 200-level courses including Span 230: Medical Spanish and Cultural Competency for Health Care, Span 240: Spanish for Social Justice, and Span 273: Translation: Principles and Practice, combine classroom instruction with fieldwork in our local community. This course will offer students interested in business themes an opportunity to apply their language and cultural skills to that context. Additionally, over the past several years, in their exit surveys, Hispanic Studies seniors have suggested that we develop courses related to business.

2. *Who will teach the course?*

Carolyn Nadeau will teach the course. In 2003 and 2007 she developed the other two 200-level courses (for the professions) that parallel this course and has regularly taught them. Next year Daynalí Flores Rodríguez will take over the Spanish for Social Justice class that is offered every other fall.

3. *How will this course affect departmental course offerings and staffing?*

Span 250 will be offered every spring. Instead of teaching an additional section of another course elective, Carolyn will teach this course. In other words, tenure-line faculty in Hispanic Studies will continue to teach the same number of electives but switch how many sections of each elective we offer.

4. *Are you deleting a course to make space for this one? (If the course cannot be offered at least once every two years, please explain the circumstances under which it will be offered.)*

As answered above, no specific course is being deleted. However, the department will adjust the number of other electives offered to make room for this course. This will be accomplished by reducing multiple-section courses to only one section.

5. *Why are you offering the course at this level?*

As mentioned above, this course parallels the other Spanish for the Profession courses that are offered at the 200 level. Generally, students with a low-intermediate level are capable of succeeding in this class.

6. *If the proposed course unit is more or less than 1, please explain. (Is this request in line with the University policy on course units?)*

N/A

7. *Explain how the library, computer, media or other resources are or are not adequate? (If resources are not adequate, please indicate how they will be acquired.)*

Additional resources for this course will primarily focus on on-line databases, journals, government documents, and human resources available through The Ames Library, the Language Resource Center, the Action Research Center, and the Career Center. I do not anticipate needing additional resources for this course. However, as I develop this course I will acquire a better understanding of additional materials that the Department of Hispanic Studies may wish to purchase through the library.