Why major in SPANISH?

• The **SUBJECT AREAS** you can study:

<table>
<thead>
<tr>
<th>Hispanic Linguistics</th>
<th>Literature of Spain</th>
<th>Culture &amp; Civilization of Spain</th>
<th>Spanish for the Professions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Linguistics &amp; Teacher Education</td>
<td>Literature of Latin America</td>
<td>Culture &amp; Civilization of Latin America</td>
<td>Translation &amp; Interpretation</td>
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</table>

A Bachelor’s degree in Spanish involves much more than just learning to speak the Spanish language; it involves the study of Hispanic **Linguistics**, **Literature**, and **Culture** and how they interrelate and inform one another. In other words, the study of Spanish looks at how language influences cultural and literary manifestations, how cultural elements influence language and literature, and how literature embodies cultural perspectives and employs language to create works of art.

• The **SKILLS** you can acquire (The “Five Cs” of the National Standards):

  • *The ability to communicate in Spanish*: using Spanish both orally and in writing to provide and obtain information, express feelings and emotions, and exchange opinions.
  • *The ability to gain knowledge and understanding of Hispanic cultures*: demonstrating an understanding of the relationship between the practices and perspectives and the products and perspectives of Hispanic peoples.
  • *The ability to connect the study of Spanish with other disciplines and to integrate information*: reinforcing and furthering your knowledge of other disciplines through the foreign language and acquiring information and recognizing the distinctive viewpoints that are only available through the study of Hispanic language and culture.
  • *The ability to develop insight into the nature of language and culture through comparisons*: demonstrating understanding of the nature of language through comparisons of Spanish and English and demonstrating an understanding of the concept of culture through comparisons between Hispanic and Anglo cultures.
  • *The ability to participate in multilingual communities at home and around the world*: using Spanish both within and beyond the school setting and showing evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

The **CAREERS** at which you can work:

**COMMUNICATIONS**:
*international telephone operators; *foreign news correspondents; *foreign news photographers; *translators of books, articles, and reviews; *advertising for ethnic or foreign markets; *film production and entertainment media; *simultaneous interpreters; *editors for university and other presses
BUSINESS:
* Receptionists, secretaries, and sales personnel; * personnel managers; * public relations specialists; * textbook representatives and salespeople; * business executives; * U.S. representatives for foreign companies; * international banking and finance; * international lawyers and patent attorneys; * income tax consultants and accountants in ethnic communities; * specialists for import/export firms

GOVERNMENT SERVICES:
* Peace Corps workers & VISTA volunteers; * diplomatic corps; * court interpreters; * bilingual staff in federal agencies (e.g. Social Security, Red Cross, etc.); * U.S. Postal Service; * U.S. Customs agents; * U.S. Naturalization & Immigration Service agents

SOCIAL SERVICES:
* nursing in ethnic communities; * law enforcement officers; * public assistance interviewers; * health services; * fire fighters; * multilingual defense attorneys

INFORMATION SERVICES:
* translators of foreign publications in private and public libraries; * classifiers of foreign documents; * research librarians, library acquisition specialists

EDUCATION:
* textbook authors or editors; * elementary teachers for bilingual programs; * high school and special teachers for bilingual educational programs; * educators in special commercial schools (e.g. Berlitz); * university comparative literature departments; * university foreign language departments; * university linguistics departments; * university schools of education; * university teaching of English as a Second Language; * university foreign study offices; * overseas teaching for private corporations and diplomats' families

SCIENCE & TECHNOLOGY:
* scientific research and translating; * technical liaison for U.S. businesses operating in a foreign country; * archaeology; * museum studies; * nursing and medicine in ethnic communities; * hospital management; * studying or practicing medicine overseas

TRAVEL & HOSPITALITY SERVICES:
* hotel and resort staff and management; * restaurant staff and management; * travel agents; * airline flight attendants; * airport personnel; * foreign travel advisors; * tourist guides

The **SPECIAL FEATURES** offered by the **IUPUI Program in Spanish**:

**Small classes** taught by experienced faculty offer opportunities for personalized attention to student academic development

**Personal advising** by a full-time faculty member

The **Spanish Resource Center**, created by the Embassy of Spain’s Education Office, offers materials, tutoring, and sponsors special events for students

The **DELE Exam** (Diploma of Spanish as a Foreign Language), held twice per year at IUPUI, offers internationally recognized certification of a student’s Spanish language skills

**Sigma Delta Pi**, the national honor society for students of Spanish with an excellent academic record

**Internships** are available for academically superior students working on special projects or as a final Capstone project

**Study abroad** opportunities, such as programs in Salamanca, Madrid, Alicante, and Seville in Spain; Buenos Aires in Argentina; Santiago in Chile; Pachuca, Monterrey, Guanajuato, and Cuernavaca in Mexico; and San José in Costa Rica.

**Opportunities** to use Spanish skills in the university and the community (tutoring, service to the Spanish-speaking population, service-learning, etc.)
As a Spanish major, a student whose academic concentration is in an international language & culture, it is expected that you spend some time studying abroad in a place where Spanish is spoken natively.

Why should you study abroad? Due to a critical and strategic lack of well trained citizens with international skills, the Senate of the United States listed a number of reasons why American students should study internationally in 2006 (read the resolution here: http://www.auburn.edu/academic/international/events/iw/2006yearabroad.pdf) when they declared that year the “Year of Study Abroad.” In addition to strategic reasons, here are a few that may relate more closely to your life:

1. **Study abroad is an excellent way to improve your Spanish.** There is no better and more effective way to learn a language than to be immersed in a culture that speaks the language you are learning. You’re surrounded by the language on a daily basis and are seeing and hearing it in the proper cultural context.

2. **Study abroad provides the opportunity to see the world.** Weekends and academic breaks allow you to venture out and explore your surroundings.

3. **Study abroad allows you to experience another culture first-hand.** Cultural differences are more than just differences in language, food, appearances, and personal habits. A person’s culture reflects very deep perceptions, beliefs, and values that influence his or her way of life and the way that s/he views the world.

4. **Study abroad will help you develop skills and give you experiences a classroom setting will never provide.** Being immersed in an entirely new culture is an opportunity to discover new strengths and abilities, conquer new challenges, and solve new problems. You will encounter situations that are wholly unfamiliar to you and will learn to adapt and respond in effective ways.

5. **Study abroad affords you the opportunity to make friends around the world.** While abroad, you may make friendships that can last a lifetime.

6. **Study abroad helps you to learn about yourself.** Students who study abroad return home with new ideas and perspectives about themselves and their own culture, seeing their familiar world with “fresh eyes”. The experience abroad often challenges people to reconsider their own beliefs and values, and broaden their perspective on the world.

7. **Study abroad gives you the opportunity to break out of your academic routine.** Study abroad often presents you with an entirely new academic system and you often have the chance to take courses not offered on your home campus. It’s also a great opportunity to break out the monotony of the routine you follow semester after semester.

8. **Study abroad enhances employment opportunities.** As the world continues to become more globalized and interdependent, business is increasingly international. For employers, a student who has studied abroad is self-motivated, independent, willing to embrace challenges, and able to cope with diverse problems and situations. Your experience living and studying in a foreign country, negotiating another culture, and acquiring another language will all set you apart from the majority of other job applicants.
IUPUI Spanish majors may select from a very full list of approved academic programs in Spanish-speaking countries. There are

- **year-long programs** (Madrid, Spain),

- **semester programs** (e.g., Buenos Aires, Argentina; Santiago de Chile; San José, Costa Rica; Quito, Ecuador; Lima, Perú; Alicante, Barcelona, Madrid, Salamanca, or Sevilla, Spain),

- **6-week summer programs** (e.g., Salamanca or Alcalá de Henares, Spain; Cuernavaca or Guanajuato, México), and

- **3-week summer programs** (e.g., Pachuca, México; Dominican Republic).

*NOTE: as of 2012, programs in Mexico are on hiatus due to US State Department restrictions.

For more information on the programs available & how to apply, go to [http://abroad.iupui.edu/](http://abroad.iupui.edu/)

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1 **NOTE:** Non-Academic programs (programs not affiliated with an accredited university, such as private or commercial language schools, etc.) will not be accepted for academic credit for the major or minor in Spanish at IUPUI. Check with your advisor before making any arrangements to study abroad.
The role of Advisor & Student

Although advisors are knowledgeable about School and University requirements, students must take ultimate responsibility for making sure that they have met all graduation requirements. That is, as a student, YOU are responsible for your own academic decisions and for meeting all requirements.

Your advisor serves as a consultant and mentor, assisting you in making good decisions. The advisor can help you choose courses that best suit your academic and professional aspirations and she or he can identify ways to help you improve your performance in coursework and your development as a scholar.

A good relationship between students and their advisors is crucial for academic success. And although students are not required to see an advisor every time they register for classes, you are strongly urged to maintain contact with your advisor throughout your academic career at IUPUI.

Hints for Successful Academic Advising:

**DO...**

- see your advisor regularly for advice on all aspects of university and academic life
- keep records of your own academic progress (grade reports, transcripts, etc.)
- know how to access your updated records and academic progress through ONESTART
- take responsibility for knowing the rules, regulations, and requirements that affect your progress in the major and towards the degree

**Don’t...**

- don’t take advice from just anyone. Your advisor should be the first person you contact when you have questions or difficulties
- don’t assume that your advisor has instantaneous access to all of your records. Keep your academic materials together and bring them whenever you see your advisor
- don’t assume that your advisor will make decisions for you (e.g., tell you exactly which courses to take and when)
- don’t assume that your advisor is the only person responsible for understanding University and School rules and regulations — YOU must take responsibility to stay informed

Preparing for a Meeting

BEFORE you meet with your advisor...

- go to “ONESTART,” and print out a copy of your “Advisement Report,” and BRING IT WITH YOU to the meeting
- mark the checklist for the B.A. degree in Liberal Arts and the Major in Spanish (see pages in this handbook)
- identify which courses you need to take and which ones you plan to enroll in for the next semester
# IU School of Liberal Arts — Advising PLAN
Department of WLAC / Program in Spanish

Student Name: ___________________________ Student #: __________________ Date: ________________

Please use in tandem with your academic advisement report available in OneStart.

## Credit hours:
Currently enrolled in: _______ semester: ______________

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## Helpful Websites:

- Course offerings (Registrar’s site: choose “class search by department”): [http://registrar.iupui.edu/schedule.htm](http://registrar.iupui.edu/schedule.htm)
- Course descriptions (click on the school which offers the course, then scroll to find the course): [http://www.iupui.edu/~bulletin/iupui/2010-2012/courses/index.shtml](http://www.iupui.edu/~bulletin/iupui/2010-2012/courses/index.shtml)
- “Special” course listings (web, Honors, etc.): [http://registrar.iupui.edu/splashcln.html](http://registrar.iupui.edu/splashcln.html)
- School of Liberal Arts: [http://liberalarts.iupui.edu/](http://liberalarts.iupui.edu/)
- School of Liberal Arts Career Development Office: [http://liberalarts.iupui.edu/careers/](http://liberalarts.iupui.edu/careers/)
- Testing Center: [http://www.assessment.iupui.edu/testing/](http://www.assessment.iupui.edu/testing/)
- MATH Course Materials (for MATH placement test prep): [http://www.math.iupui.edu/courses/](http://www.math.iupui.edu/courses/)
- Bepko Learning Center: [http://uc.iupui.edu/learningcenter/tutoring.asp](http://uc.iupui.edu/learningcenter/tutoring.asp)
- Financial Aid: [http://www.iupui.edu/~fnaid/](http://www.iupui.edu/~fnaid/)
- Office of the Bursar: [http://www.osas.iupui.edu/](http://www.osas.iupui.edu/)
- IUPUI: [http://www.iupui.edu/](http://www.iupui.edu/)
- OneStart and Oncourse: linked from various IUPUI pages (including the main site and the Liberal Arts site)

## To Do List:

## Notes:

Advisor Name: **Herbert Brant**
Cavanaugh 545B; hbrant@iupui.edu
Student Affairs’ Office (Cavanaugh 401): (317) 274-3976
Adaptive Educational Services (AES): Taylor Hall – 815 W. Michigan Street, 1st floor (room 100); (317) 274-3241. [http://www.iupui.edu/~divrsity/aes/](http://www.iupui.edu/~divrsity/aes/); aes@iupui.edu. AES coordinates support services and academic accommodations for students with documented disabilities.

Bepko Learning Center: University College (UCOL): Taylor Hall - 815 W. Michigan Street, Rm. 2006; (317) 278-0284. [http://blc.uc.iupui.edu/](http://blc.uc.iupui.edu/). The Bepko Learning Center also has materials and workshops on study skills, stress management, test-taking, and more. The Center has resources for course/subject specific group mentoring sessions and/or individual mentoring and tutoring. Another source of mentoring and study groups are course instructors and/or academic departments and student organizations.

Campus & Community Life (Office of Student Involvement): Campus Center CE370; (317) 274-3931. [http://life.iupui.edu/osi/](http://life.iupui.edu/osi/); osi@iupui.edu. OSI is the place to go for event planning, civic engagement, Greek life, leadership training, and student organizations.

Campus Police: Ball Hall, west end, 1232 W. Michigan St., [http://www.police.iupui.edu/](http://www.police.iupui.edu/) 274-2058, Emergency: 274-7911. Will provide emergency assistance; have the campus ‘lost and found’ box; emergency procedures and training programs.

Child Care: IUPUI Center for Young Children - 321 N. Limestone; (317) 274-3508. [http://www.childcare.iupui.edu/](http://www.childcare.iupui.edu/). Full-time child care center on campus. Limited openings; for some ages has a waiting list – so plan ahead.

Counseling and Psychological Services (CAPS): Madame Walker Center, 719 Indiana Avenue, 2nd Floor; (317) 274-2458. [http://life.iupui.edu/caps/](http://life.iupui.edu/caps/). Individual and group counseling/support services, as well as specific workshops on stress and time management, depression, etc. Professional counselors/psychologists. Reduced fees because supported by student activity fees.

Math Assistance Center (MAC): Taylor Hall, 815 W. Michigan Street, Lower Level Rm B001. (317) 274-7898 [http://www.math.iupui.edu/mac/](http://www.math.iupui.edu/mac/) Individual and group help for math courses and math/statistics related course assignments. E-mail: help@math.iupui.edu

Multicultural Success Center: Taylor Hall 115, 815 W. Michigan St; (317) 274-2815. [http://mcc.iupui.edu/](http://mcc.iupui.edu/) The IUPUI Multicultural Success Center seeks to engage students and the IUPUI community in proactive dialogue around issues of diversity and multiculturalism, including the community voice through service and outreach, articulate and address the needs of students, faculty and staff across lines of color, gender, ethnicity, ability and sexual orientation.

Office of Equal Opportunity (OEO): Union Building 117, 620 Union Drive; (317) 274-2306. [http://www.iupui.edu/~oeo/](http://www.iupui.edu/~oeo/). For any concerns with inconsistent or unfair treatment as it relates to race, color, national origin, religion, gender, age, disability or veteran status.
IUPUI Registrar: Campus Center CE250; (317) 274-1519. [http://registrar.iupui.edu](http://registrar.iupui.edu). This is one of the most useful websites on campus. Information about registration for classes, how to use One-Start and On-Course, calendars, deadlines, forms, processes — everything a student needs to know about how the university works and how to figure out what their options are.


Student Affairs, IU School of Liberal Arts: Cavanaugh Hall CA 401; (317) 274-1456. [http://liberalarts.iupui.edu/index.php/students/](http://liberalarts.iupui.edu/index.php/students/). Forms and process information for Liberal Arts students. Referrals to other campus and community social services. Works closely with AES, CAPS, IUPUI Student Advocate, and IUPUI Campus Police. Small emergency loans (possible because of contributions from faculty and staff) when financial aid and other forms of assistance are not available. Candy bowl (again, contributions from faculty, staff and students).

Student Health Services: Coleman Hall; (317) 274-8214. [http://www.iupui.edu/~iupuihsc/](http://www.iupui.edu/~iupuihsc/). IUPUI Health Services provides routine and acute care for the student population of the IUPUI campus and occupational health services to IUPUI student employees. For emergency care, call 274-4911 (Campus Police) – they will call an ambulance and you will be taken to an area hospital emergency room.

Student Life / Office of Student Rights, Responsibility and Conduct (SRRC): Campus Center CE 350; (317) 274-4431. [http://life.iupui.edu/rights/](http://life.iupui.edu/rights/). The SRRC is responsible for establishing and administering the Code of Students Rights, Responsibility and Conduct by managing the university’s judicial system. In cases of personal or academic misconduct, this is the office you will need to work with. E-mail: dos@iupui.edu

University Information Technology Services (UITS): Informatics and Communications Technology Complex IT129, 535 W. Michigan Street; (317) 274-2444. [http://uits.iu.edu/](http://uits.iu.edu/). For all your technology services and support needs at IUPUI.

Writing Center: Cavanaugh Hall CA 008H, (317) 274-2049; and University Library UL 2125, (317) 278-8171. [http://www.iupui.edu/~uwc/](http://www.iupui.edu/~uwc/). The IUPUI Writing Center offers professional critique of student work for all writing abilities and any written assignment or writing sample.
## Faculty Advisors in Spanish

<table>
<thead>
<tr>
<th>Name</th>
<th>Office Location</th>
<th>Office Phone</th>
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<tbody>
<tr>
<td><strong>Enrica Ardemagni</strong></td>
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<td>274-8957</td>
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<tr>
<td>Professor</td>
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<td><strong>Herbert Brant</strong></td>
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<td>274-8206</td>
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<tr>
<td>Associate Prof./Lead Advisor</td>
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<td><strong>Audrey Gertz</strong></td>
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<td>Senior Lecturer</td>
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<tr>
<td>Lecturer</td>
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<tr>
<td><strong>Rosa Tezanos-Pinto</strong></td>
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<td>278-0012</td>
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<tr>
<td>Associate Professor</td>
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<td><strong>Ben Van Wyke</strong></td>
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<tr>
<td>Assistant Professor</td>
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<td><strong>Ana Vicente</strong></td>
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<td>278-5818</td>
<td><a href="mailto:avicente@iupui.edu">avicente@iupui.edu</a></td>
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<tr>
<td>Lecturer</td>
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## Department of WLAC Office Staff

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<th>Name</th>
<th>Office Location</th>
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<tr>
<td><strong>Phillip Garver</strong></td>
<td>CA 545</td>
<td>274-3658</td>
<td><a href="mailto:pgarver@iupui.edu">pgarver@iupui.edu</a></td>
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<tr>
<td>Senior Secretary</td>
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<tr>
<td><strong>Jennifer Massey</strong></td>
<td>CA 545</td>
<td>274-0062</td>
<td><a href="mailto:jr3@iupui.edu">jr3@iupui.edu</a></td>
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<tr>
<td>Student Services Rep.</td>
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## Office of Student Affairs, School of Liberal Arts

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<tr>
<td><strong>Gina Sánchez Gibau</strong></td>
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<td><a href="mailto:gsanchez@iupui.edu">gsanchez@iupui.edu</a></td>
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<tr>
<td>Associate <strong>Dean</strong> of Student Affairs</td>
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<tr>
<td><strong>David Heard</strong></td>
<td>CA 243B</td>
<td>274-8304</td>
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<tr>
<td>Director of <strong>Career</strong> <strong>Development</strong></td>
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<tr>
<td><strong>Shannon Kelley</strong></td>
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<td>274-8495</td>
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</tr>
<tr>
<td>Joint Academic Advisor for University College &amp; School of Liberal Arts</td>
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<tr>
<td><strong>Amy Jones Richardson</strong></td>
<td>CA 234D</td>
<td>274-2465</td>
<td><a href="mailto:aajones@iupui.edu">aajones@iupui.edu</a></td>
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<tr>
<td>Recruitment/Retention, Scholarships, Academic Services</td>
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<tr>
<td><strong>Nicole Collins</strong></td>
<td>CA 401</td>
<td>278-2068</td>
<td><a href="mailto:ndcollin@iupui.edu">ndcollin@iupui.edu</a></td>
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<tr>
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<tr>
<td><strong>Sue A. Miller</strong></td>
<td>CA 401</td>
<td>278-7356</td>
<td><a href="mailto:smiller9@iupui.edu">smiller9@iupui.edu</a></td>
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<td>Academic Advisor; <strong>Transfer</strong> <strong>Credit</strong></td>
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Graduation requirements:
- 122 credits
- 30 credits must be 300-400 level
- 26 credits of coursework from IUPUI (or other IU campuses)
- 64 credits maximum from a 2 year college or institution
- minimum cumulative GPA of 2.0
- all students must file an application for graduation by posted deadlines.

Major's within the School of Liberal Arts:
(see separate sheet for requirements in the major)

African Studies (AFRO)
American Sign Language/ English Interpreting (ASL) (B.S.)
Anthropology (ANTH)
Communication Studies (COMM)
Economics (ECON)
English (ENG)
French (FREN)
Geography (GEOG)
German (GER)
History (HIST)
Individualized Major Program (IMP)
International Studies (INTL)
Philanthropic Studies (PHST)
Philosophy (PHIL)
Political Science (POLS)
Religious Studies (REL)
Sociology (SOC)
Spanish (SPAN)

Principles of Undergraduate Learning (PULs):

1 = Language Skills
2 = Quantitative Skills
3 = Information Resources Skills
4 = Critical Thinking
5 = Integration and Application of Knowledge
6 = Intellectual Depth, Breadth, Adaptiveness
7 = Understanding Society and Culture
8 = Values and Ethics

CORE COURSE REQUIREMENTS:

First-Year Experience
1 course/ 1-3 credits

- SLA-S 100: First Year Success Seminar
- UCOL-U 110: First Year Seminar
Waived/ Transfer student with 18 credits or more

AREA I: COMMUNICATIONS CORE

A. English Composition
fulfills PUL 1A
2 courses/ 6 credits, must earn C or higher

- ENG-W 130/131 or ENG-W 130 or ENG-W 140: Elementary Composition I
- ENG-W 132 or ENG-W 231 or ENG-W 150: Elementary Composition II

B. Speech Communication
fulfills PUL 1A
1 course/ 3 credits

- COMM-R 110: Fundamentals of Speech Communication

C. Foreign Language
fulfills PULs 1A, 2, 3
up to 10 credits; first year proficiency in a single language

- American Sign Language (ASL), Arabic (NELC), Chinese (EALC), French (FREN),
  German (GER), Italian (ITAL), Japanese (EALC), Latin (CLAS), Spanish (SPAN)
- 117, 118 and 119: Beginning or Basic I, II and III
- 131 and 132: Intensive Beginning I and II
- Placement in 200-level or higher (fulfills requirement but earns no credit %)
  Non-English native speaker with approved waiver

AREA II: BASIC COURSES

A. Analytic Skills
fulfills PUL 1B
2 courses/ 6 credit hours (See note about courses that will not count.)

Choose one MATH course from the following:

- MATH-M 118: Finite Mathematics
- MATH-M 119: Brief Survey of Calculus
- MATH 15300: Algebra and Trigonometry I
- MATH 15400: Algebra and Trigonometry II
- MATH 15900: Precalculus
- MATH 16500: Analytic Geometry and Calculus I
- MATH 22100: Calculus for Technology I
- MATH 23100: Calculus for Life Sciences I

Additional mathematics, statistics, computer programming or logic course

Mathematics:
See previous list

Statistics:
ECON-E 270: Introduction to Statistical Theory in Economics
GEOG-G 488: Applied Spatial Statistics
POLS-Y 205: Analyzing Politics
PSY-B 305: Statistics
SOC-R 359: Introduction to Sociological Statistics
STAT 30100: Elementary Statistical Methods I

Computer Programming:
BUS-K 201: The Computer in Business
CSCI-N 201: Programming Concepts
CSCI-N 207: Data Analysis Using Spreadsheets
CSCI-N 211: Introduction to Databases

Logic:
PHIL-P 162: Logic
PHIL-P 265: Introduction to Symbolic Logic

Courses in the above category may apply toward both the Major and Analytic Skills requirements, but the course will count only once in credit hours toward degree requirements.

B. Natural Science
fulfills PUL 1B, 2
9-11 credit hours, 2 departments, one laboratory science course, no courses in the major

- ANTH-A 103: Human Origins and Prehistory (3 credits)
- AST-A 100: The Solar System (3 credits)
- AST-A 105: Stars and Galaxies (3 credits)
- AST-A 130: Short Courses in Astronomy (1 credit)
- BIOL-K 101: Concepts of Biology I (includes lab, pre-professional) (5 credits)
- BIOL-K 103: Concepts of Biology II (includes lab, pre-professional) (5 credits)
- BIOL-N 100: Contemporary Biology (3 credits)
- BIOL-N 107: Exploring the World of Animals (includes lab) (4 credits)
- BIOL-N 200: The Biology of Women (3 credits)
- BIOL-N 212/ N 213: Human Biology (with lab) (3 credits, 1 credit)
- BIOL-N 214/ N 215: Human Biology (with lab) (3 credits, 1 credit)
- BIOL-N 217: Human Physiology (includes lab) (5 credits)
- BIOL-N 251: Introduction to Microbiology (includes lab) (3 credits)
- BIOL-N 261: Human Anatomy (includes lab) (5 credits)
- BIOL-N 322: Introductory Principles of Genetics (3 credits)
- CHEM-C 100: The World of Chemistry (3 credits)
- CHEM-C 101/ C 121: Elementary Chemistry I (with lab) (3 credits, 2 credits)
- CHEM-C 105/ C 125: Principles of Chemistry I (with lab) (3 credits, 2 credits)
- CHEM-C 106/ C 126: Principles of Chemistry II (with lab), (3 credits, 2 credits)
- GEOG-G 107/ G 108: Physical Systems of the Environment (with lab) (3 credits, 2 credits)
- GEOG-G 303: Weather and Climate (3 credits)
- GEOG-G 307: Biogeography: The Distribution of Life (3 credits)
- GEOL-G 107/ G 117: Environmental Geology (with lab) (3 credits, 1 credit)
- GEOL-G 109/ G 119: Fundamentals of Earth History (with lab) (3 credits, 1 credit)
- GEOL-G 110/ G 120: Physical Geology (with lab) (3 credits, 1 credit)
- GEOL-G 208: Advanced Physical Geology Laboratory (lab) (1 credit)
- GEOL-G 115: Introduction to Oceanography (3 credits)
- GEOL-G 130: Short Courses in Earth Science (1 credit)
- GEOL-G 132: Environmental Problems (3 credits)
- GEOL-G 180: Dinosaurs (3 credits)
- PHYS 10000: Physics in the Modern World (includes lab) (5 credits)
- PHYS 14000: Short Courses in Physics (1 credit)
- PHYS 15200: Mechanics (includes lab) (4 credits)
- PHYS 20000: Our Physical Environment (includes lab) (3 credits)
- PHYS 21800: General Physics (includes lab) (4 credits)
- PHYS 25100: Heat, Electricity, and Optics (includes lab) (5 credits)
- PHYS-P 201: General Physics I (includes lab) (5 credits)
- PHYS-P 202: General Physics II (includes lab) (5 credits)
- PSY-B 105: Psychology as a Biological Science (3 credits)

C. History (WORLD)
fulfills PUL 1A, 5

2 courses/ 6 credit hours

- HIST-H 108: Perspectives on the World to 1800 OR
- HIST-H 113: History of Western Civilization I

- HIST-H 109: Perspectives on the World since 1800 OR
- HIST-H 114: History of Western Civilization II

This check sheet is for planning purposes only. See the bulletin for official degree requirements- http://bulletin.iupui.edu/.
#### D. Arts and Humanities  
2 courses/ 6 credit hours, 2 departments, no courses in the major

- AFRO-A 150: Survey of the Culture of Black Americans *
- AMST-A 103: Topics in American Studies
- CLAS-C 205: Classical Mythology
- ENG-L 105: Appreciation of Literature
- ENG-L 115: Literature for Today
- Fine Arts (choose one only):
  - COMM-T 130: Introduction to Theatre
  - FILM-C 292: An Introduction to Film
  - HER-H 100: Art Appreciation
  - HER-H 101: History of Art I
  - HER-H 102: History of Art II
  - MUS-M 174: Music for the Listener
- FOLK-F 101: Introduction to Folklore *
- HIST-H 105: American History I
- HIST-H 106: American History II
- HIST-H 108: Perspectives on the World to 1800 *
- HIST-H 113: History of Western Civilization I *
- HIST-H 217: The Nature of History
- MHHS-M 201: Introduction to Health Studies and Medical Humanities *
- PHIL-P 110: Introduction to Philosophy
- PHIL-P 120: Ethics
- PHST-P 105: Giving and Volunteering in America
- REL-R 111: The Bible
- REL-R 120: Images of Jesus
- REL-R 133: Introduction to Religion
- REL-R 173: American Religion
- REL-R 180: Introduction to Christianity
- REL-R 212: Comparative Religions
- WOST-W 105: Introduction to Women’s Studies *

**World Languages and Cultures (choose one only):**
- EALC-E 231: Japan: The Living Tradition
- GER-G 265: German Culture in English Translation
- WLAC-F 200: Cross-Cultural Encounters

#### E. Social Sciences  
2 courses/ 6 credit hours, 2 departments, no courses in the major

- AFRO-A 150: Survey of the Culture of Black Americans *
- ANTH-A 104: Introduction to Cultural Anthropology
- COMM-C 180: Introduction to Interpersonal Communication
- COMM-M 150: Mass Media and Contemporary Society
- ECON-E 101: Survey of Current Economic Issues and Problems
- ECON-E 201: Introduction to Microeconomics
- ECON-E 202: Introduction to Macroeconomics
- ENG-Z 104: Language Awareness
- FOLK-F 101: Introduction to Folklore *
- GEOG-G 110: Introduction to Human Geography
- GEOG-G 130: World Geography
- INTL-I 100: Introduction to International Studies
- MHHS-M 201: Introduction to Health Studies and Medical Humanities *
- PALS-Y 101: Introduction to Political Science
- PALS-Y 103: Introduction to American Politics
- POLS-Y 213: Introduction to Public Policy
- POLS-Y 219: Introduction to International Relations
- PSY-B 104: Psychology as a Social Science
- SPEA-V 170: Introduction to Public Affairs
- SOC-R 100: Introduction to Sociology
- SOC-R 121: Social Problems
- WOST-W 105: Introduction to Women’s Studies *

#### F. Comparative World Cultures  
1 course/ 3 credits, no courses in the major

- ANTH-A 104: Introduction to Cultural Anthropology
- CLAS-C 205: Classical Mythology
- GEOG-G 110: Introduction to Human Geography
- HIST-H 108: Perspectives on the World to 1800
- INTL-I 100: Introduction to International Studies
- PALS-Y 217: Introduction to Comparative Politics
- REL-R 133: Introduction to Religion
- REL-R 212: Comparative Religions
- WLAC-F 200: Cross-Cultural Encounters

Courses in the above category may apply toward both the Comparative World Cultures and one other requirement if it appears on the History, Arts and Humanities or Social Sciences list, but the course will count only once in credit hours toward degree requirements.

#### AREA III: ADVANCED COURSES  
5 courses/ 15 credits at the 300-400 level, not in the major

At least 3 courses must be from the School of Liberal Arts or the School of Science. 3 different departments are required unless the student is fulfilling the requirements for a minor, certificate, a second major or a second degree.

One course must appear on the approved Junior/Senior Integrator List.

**MAJOR in SPANISH**  
28-34 credits, must earn C or higher

See separate sheet for requirements in the major.

Each major requires a Capstone Experience (1-3 credits).

**ELECTIVES**  
20 credit hours approximately/ any number of credits needed to reach the minimum of 122 credit hours required to graduate

All courses not used for core course requirements or major requirements are counted as electives.

**Outside Electives- 15 credits maximum**

Credits from any schools not included in the above

122 completed credit hours required that count toward degree requirements

Please note: The following courses will NOT count toward the total number of credits required for graduation. They may be required as prerequisites for needed courses and will count toward total enrollment for financial aid and other purposes. The courses will appear on the transcript and will count in the GPA.

- ENG-G 009: Intermediate Aural/Oral Skills for ESL Students
- ENG-G 010: ESL for Academic Purposes I
- ENG-G 011: ESL for Academic Purposes II
- ENG-G 012: Listening and Speaking for Academic Purposes
- ENG-G 013: Reading and Writing for Academic Purposes
- ENG-G 015: Pronunciation Skills
- ENG-W 001: Fundamentals of English
- MATH-M 001: Introductory Algebra
- MATH 00100: Introduction to Algebra
- MATH 10000: Fundamentals of Algebra
- MATH 11000: Algebra
- MATH 12000: Mathematics for Elementary Teachers I
- MATH 13000: Mathematics for Elementary Teachers II
- MATH 13200: Mathematics for Elementary Teachers III
- MATH 13600: Mathematics for Elementary Teachers

Key:
- % Students who complete the language course into which they were placed with a grade of C or higher are eligible for special credit at a reduced fee for the appropriate lower-division courses that precede the course taken.
- *This course appears on more than one list or in more than one section. However, this course may be used to satisfy only one requirement unless specifically stated in that section.

Notes:
- Repeated courses; failed/ withdrawn/ incomplete courses do not count toward degree requirements or credit hour totals.
- See an advisor for restrictions on courses taken pass/fail and by correspondence.
- In the cases where one course fulfills multiple requirements, the credits count only one time. Example: If HIST-H 108 fulfills the History requirement and also the Comparative World Cultures requirement, it still only counts for a total of 3 credit hours.

This checksheet is for planning purposes only. Students are responsible for reviewing the bulletin, asking questions to clarify requirements, and tracking their own progress toward graduation by using the Advisement Report in OneStart. See the bulletin for official degree requirements - http://bulletin.iupui.edu/. Graduation depends upon it!

Office of Student Affairs  
425 University Boulevard  
Cavanaugh Hall (CA), Room 401  
Indianapolis, Indiana 46202-5140  
Telephone: (317) 274-3976  
E-mail: sla@iupui.edu

05/2011
Spanish (SPAN) MAJOR

The mission of the program in Spanish at IUPUI is to assist students in achieving proficiency in the Spanish language and to lead them to an understanding of and appreciation for the wide range of Hispanic cultural, literary, and linguistic manifestations. To meet this goal, the program in Spanish offers introductory and advanced instruction in language, linguistics, culture and civilization, literature, and applied language studies.

The introductory and intermediate sequences of courses are designed to provide non-majors with an exploration into Spanish language and Hispanic culture as an essential component of a liberal arts education. The sequences aim to develop an interest in the language and the people who speak it, as well as to prepare students for a variety of careers with international dimensions.

The advanced curriculum prepares students to communicate orally and in writing on the different content areas that comprise the study of Spanish, providing them with the knowledge and skills necessary to achieve success in their future careers, to meet their academic and personal goals, and to prepare them for graduate work.

Considering the rapidly growing Spanish-speaking population in the United States, a major in Spanish is becoming increasingly desirable in the workplace. The major in Spanish can prepare students for a wide variety of careers in such fields as education, social services, international business and finance, government service, international communications and information services, and the travel and hospitality industry.

The **Bachelor of Arts degree with a major in Spanish (SPAN)** requires satisfactory completion of the following:

- Completion of general education and distribution requirements as indicated in the School of Liberal Arts section of the IUPUI bulletin that was current when the student declared a major in Spanish
- Completion of a minimum of 30 credit hours in courses at the 300 and 400 levels, with a minimum grade of C in each course.
- 12 credits must be completed on the IUPUI campus.
- The required distribution of courses may **NOT** be waived or substituted, but equivalent courses from study abroad programs or transferred from other universities may be accepted with the consent of the advisor.

**Major Requirements (as of Fall 2009):**

**Required courses at the 300 level (15 cr):**
- S 313: Writing Spanish
- S 323: Introduction to Translating Spanish & English
- S 326: Introduction to Spanish Linguistics
- S 360: Introduction to Hispanic Literature
- S 363: Introduction to Hispanic Culture

**Required courses at the 400 level:**
- One course in **Literature (3 cr), choose from:**
  - S 407 or 408: Survey of Spanish Literature I or II
  - S 431 or 432: Survey of Spanish Poetry I or II
  - S 445: Major Dramatists of the Golden Age I
  - S 450: Cervantes’ *Don Quixote* I
  - S 455: Modern Spanish Drama I
  - S 457: Modern Spanish Novel I
  - S 461: Contemporary Spanish Literature I
  - S 470: Women and Hispanic Literature
  - S 471 or 472: Spanish-American Literature I or II
  - S 477: 20th-Century Spanish-American Fiction

**One course in Culture & Civilization (3 cr), choose from:**
- S 411: Spanish Culture and Civilization or
- S 412: Latin American Culture and Civilization

**One course in Linguistics (3 cr), choose from:**
- S 425: Spanish Phonetics
- S 427: The Structure of Spanish
- S 428: Applied Spanish Linguistics
- S 440: Hispanic Sociolinguistics
- S 441: The Acquisition of Spanish

**One Elective at 400 Level (3 cr)**

**One Capstone (3 credits), choose from:**
- S 487: Capstone Internship in Spanish or
- S 498: Capstone Seminar in Spanish

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**Faculty Academic Advisor:**
Dr. Herbert Brant
E-mail: hbrant@iupui.edu
Telephone: (317) 274-8206
Office: Cavanaugh Hall (CA) 501G

3/2009
Major in Spanish: SEQUENCE & PRE-Requisites

NOTE: Any Spanish course transferred from another university or IU campus MUST BE APPROVED by an advisor for it to count for the major.

S313 (REQUIRED)

S313 must be taken before or at same time as other 300-level courses

S323 (REQUIRED)

S323, S326, S360, and S363 are specifically required of all Spanish majors.

S326 (REQUIRED)

OPTIONS are listed for the 400-level courses, which must include one linguistics (green), one literature (violet), and one culture (orange).

The Spanish major is completed with one additional course at the 400 level, AND one of the Capstone options (yellow). The Capstone course may be taken only when all 300-level courses have been successfully completed.
Checklist for the MAJOR in SPANISH (effective Fall 2009)

Distribution Requirements
1. School of Liberal Arts B.A. general education requirements
2. 30 hours (minimum) in Spanish at the advanced level (N.B.: courses at 100 and 200 level do NOT count in the major):
   a) 15 credit hours at the 300 level: S313, S323, S326, S360 and S363
   b) 15 credit hours at the 400 level (see distribution below)

Courses in SPANISH
[NOTE on PLACEMENT: New students with prior study of Spanish who wish to major in Spanish are strongly encouraged to take the Placement Exam. They may earn “special credit” and begin their major courses more quickly.]

• Beginning Level —credit NOT applied to the major. Courses are sequential (to be taken one AFTER another).
  Either sequence A (S117-S118-S119), OR sequence B (S131-S132):
  A. □ S117 (3 cr) □ S118 (3 cr) □ S119 (4 cr) —OR— B. □ S131 (5 cr) □ S132 (5 cr)

• Intermediate Level —credit NOT applied to the major. Courses are sequential (one AFTER another).
  □ S203 (4 cr) □ S204 (4 cr) (“special” credit is possible at the 200 level for those who place into the 300 level; see advisor for details)

• Advanced Level —all courses, except where otherwise noted, are worth 3 credit hours

—15 hours (5 courses) required at 300 level (Specifically REQUIRED courses)
  □ *S313 (writing) □ *S323 (translation) □ *S326 (linguistics) □ *S360 (literature) □ *S363 (culture)

—15 hours (5 courses) required at 400 level
  *One course in LITERATURE (prerequisite: S360); choose from:
  □ S407 □ S408 □ S431 □ S432 □ S445 □ S450
  □ S455 □ S457 □ S461 □ S471 □ S472 □ S477
  *One course in LINGUISTICS (prerequisite: S326); choose from:
  □ S425 □ S427 □ S428 □ S440 □ S441
  *One course in CULTURE (prerequisite: S363); choose from:
  □ S411 —or— □ S412
  *One ELECTIVE: □ S4 _ _
  *Senior CAPSTONE: □ S487 —or— □ S498
SAMPLE Fast-Track Plan to Earn a Bachelor of Arts (B.A.) in Spanish* in Four Years (NO Summers)

IUPUI Spanish majors who place into beginning-level Spanish may earn a B.A. degree in four years by completing an average of 15.5 credit hours every fall and spring semester. The plan outlined below is one of many that could be followed, adjusting course loads to carry more or less credit in the different semesters. It is STRONGLY advised that Spanish majors spend at least one summer on an approved study abroad program.

<table>
<thead>
<tr>
<th>Fall Semester: Year One</th>
<th>Spring Semester: Year One</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLA S100: First-Year Seminar (2)</td>
<td>History course [Area II-C] (3)</td>
</tr>
<tr>
<td>Elective (3)</td>
<td>ENG W131: Elem Composition II [Area I-A] (3)</td>
</tr>
<tr>
<td>ENG W131: Elem Composition I [Area I-A] (3)***</td>
<td>COMM R110: Fund of Speech [Area I-B] (3)</td>
</tr>
<tr>
<td>MATH M118: Finite Math [Area II-A] (3)**</td>
<td>SPAN S132: Intensive Beginning Spanish II (5)***</td>
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<tr>
<td>SPAN S131: Intensive Beginning Spanish I (5)***</td>
<td>16 cr (16 total)</td>
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<td>16 cr (16 total)</td>
<td>14 cr (30 total)</td>
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<table>
<thead>
<tr>
<th>Fall Semester: Year Two</th>
<th>Spring Semester: Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities course [Area II-D] (3)****</td>
<td>Arts &amp; Humanities course [Area II-D] (3)****</td>
</tr>
<tr>
<td>Social Science course [Area II-E] (3)****</td>
<td>Social Science course [Area II-E] (3)****</td>
</tr>
<tr>
<td>Analytical Skills course [Area II-B] (3)</td>
<td>Natural Science course [Area II-B] (3)</td>
</tr>
<tr>
<td>History Course [Area II-C] (3)</td>
<td>Elective (3)</td>
</tr>
<tr>
<td>SPAN S203: 2nd-Year Spanish I (4)***</td>
<td>SPAN S204: 2nd-Year Spanish II (4)***</td>
</tr>
<tr>
<td>16 cr (46 total)</td>
<td>16 cr (62 total)</td>
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<table>
<thead>
<tr>
<th>Fall Semester: Year Three</th>
<th>Spring Semester: Year Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science course + LAB [Area II-B] (4)</td>
<td>Natural Science course [Area II-B] (3)</td>
</tr>
<tr>
<td>Advanced course outside major [Area III] (3)</td>
<td>Advanced course outside major [Area III] (3)</td>
</tr>
<tr>
<td>SPAN S323: Intro Trans Span-Eng (3)</td>
<td>SPAN S360: Intro to Hispanic Lit (3)</td>
</tr>
<tr>
<td>SPAN S313: Academic Writing in Spanish (3)</td>
<td>SPAN S363: Intro to Hispanic Culture (3)</td>
</tr>
<tr>
<td>SPAN S326: Intro Hispanic Linguistics (3)</td>
<td>SPAN S4xx: 400-Level Hisp Linguistics (3)</td>
</tr>
<tr>
<td>16 cr (78 total)</td>
<td>15 cr (93 total)</td>
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</table>

<table>
<thead>
<tr>
<th>Fall Semester: Year Four</th>
<th>Spring Semester: Year Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced course outside major [Area III] (3)</td>
<td>Advanced course outside major [Area III] (3)</td>
</tr>
<tr>
<td>Jr/Sr Integrator from list [Area III] (3)</td>
<td>Elective (3)</td>
</tr>
<tr>
<td>Elective (3)</td>
<td>Elective (3)</td>
</tr>
<tr>
<td>SPAN S412: Culture of Latin America (3)</td>
<td>SPAN S442: 400-Level Elective in Spanish (3)</td>
</tr>
<tr>
<td>SPAN S4xx: 400-Level Literature in Spanish (3)</td>
<td>SPAN S487 or S498: Capstone in Spanish (3)</td>
</tr>
<tr>
<td>15 cr (108 total)</td>
<td>15 cr (123 total)</td>
</tr>
</tbody>
</table>

*NEW Curriculum, as of Fall 2009

**Students who do not test successfully into MATH M118 must complete one or more lower-level math classes to develop the skills necessary to succeed in M118. Credits for these remedial math classes do NOT count as part of the 122 credit hours necessary to graduate.

***Courses in Spanish below SPAN-S 313 do not fulfill major requirements; they are prerequisites. They do count towards the total number of credits towards graduation (122)

****At least one of the courses from the Arts & Humanities or Social Science list must also appear on the “World Cultures” list.
IUPUI Spanish majors who place into S203 (intermediate Spanish) may earn a B.A. degree in four years by completing an average of 14.5 credit hours every fall and spring semester. The plan outlined below is one of many that could be followed, adjusting course loads to carry more or less credit in the different semesters. It is STRONGLY advised that Spanish majors spend at least one summer on an approved study abroad program.

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<thead>
<tr>
<th>Fall Semester: Year One</th>
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<td>History course [Area II-C] (3)</td>
</tr>
<tr>
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<td>ENG W132: Elem Composition II [Area I-A] (3)</td>
</tr>
<tr>
<td>MATH M118: Finite Math [Area II-A] (3)**</td>
<td>Social Science course [Area II-E] (3)**</td>
</tr>
<tr>
<td>SPAN S203: 2nd-Year Spanish I (4) (+ 10 hours Special cr)**</td>
<td>Elective (3)</td>
</tr>
<tr>
<td>**22 cr (22 total)</td>
<td>SPAN S204: 2nd-Year Spanish II (4)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Fall Semester: Year Two</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Analytical Skills course [Area II-B] (3)</td>
<td>COMM R110: Fund of Speech [Area I-B] (3)</td>
</tr>
<tr>
<td>Arts &amp; Humanities course [Area II-D] (3)</td>
<td>Arts &amp; Humanities course [Area II-D] (3)</td>
</tr>
<tr>
<td>Social Science course [Area II-E] (3)</td>
<td>History Course [Area II-C] (3)</td>
</tr>
<tr>
<td>SPAN S326: Intro Spanish Linguistics (3)</td>
<td>Natural Science course [Area II-B] (3)</td>
</tr>
<tr>
<td>SPAN S313: Academic Writing in Spanish (3)</td>
<td>SPAN S323: Intro Translation Span-Eng (3)</td>
</tr>
<tr>
<td>**15 cr (53 total)</td>
<td>**15 cr (68 total)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Fall Semester: Year Three</th>
<th>Spring Semester: Year Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science course + LAB [Area II-B] (4)</td>
<td>Natural Science course [Area II-B] (3)</td>
</tr>
<tr>
<td>Elective (3)</td>
<td>Advanced course outside major [Area III] (3)</td>
</tr>
<tr>
<td>SPAN S360: Intro to Hispanic Lit (3)</td>
<td>Advanced course outside major [Area III] (3)</td>
</tr>
<tr>
<td>SPAN S363: Intro to Hispanic Culture (3)</td>
<td>Elective (3)</td>
</tr>
<tr>
<td>**13 cr (81 total)</td>
<td>SPAN S411: Culture of Spain (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester: Year Four</th>
<th>Spring Semester: Year Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced course outside major [Area III] (3)</td>
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<td>Elective (3)</td>
</tr>
<tr>
<td>Elective (3)</td>
<td>SPAN S4xx: 400-Level Elective in Spanish (3)</td>
</tr>
<tr>
<td>SPAN S4xx: 400-Level Literature in Spanish (3)</td>
<td>SPAN S487 or S498: Capstone in Spanish (3)</td>
</tr>
<tr>
<td>**15 cr (111 total)</td>
<td>**12 cr (123 total)</td>
</tr>
</tbody>
</table>

*NEW Curriculum, as of Fall 2009

**Students who test out of beginning-level Spanish may request 10 hours of “special credit” for the courses they skip.

***Students who do not test successfully into MATH M118 must complete one or more lower-level math classes to develop the skills necessary to succeed in M118. **Credits for these remedial math classes do NOT count as part of the 122 credit hours necessary to graduate.****

****At least one of the courses from the Arts & Humanities or Social Science list must also appear on the “World Cultures” list.
A. DESCRIPTION
The capstone is a senior-level course required of all Spanish majors which must be taken at the end of coursework in the major. Students must have already completed all 300-level courses and at least two of the required 400-level courses in the major. Students have the choice to take either the academic Capstone Seminar (S498) or the Capstone Internship (S487).

The SEMINAR (S498) asks students to integrate their undergraduate coursework in the major by creating a capstone portfolio and conducting an individualized RESEARCH PROJECT. Students display their academic progress through a learning portfolio, a reflective essay, an “essential knowledge” exam, discussions in class meetings and with a faculty capstone director, and by a research project that is presented both in writing as well as orally to students and faculty.

The INTERNSHIP (S487) asks students to APPLY the skills gained in undergraduate coursework in Spanish to a 60 hour internship in a professional setting where the use of Spanish is necessary. As with S498, internship students also display their academic progress through a learning portfolio, write a reflective essay, an “essential knowledge” exam, discussions in class meetings and with a faculty capstone director, and by an INTERNSHIP REPORT that is presented both in writing as well as orally to students and faculty.

B. COMPONENTS
1. Learning Portfolio. The portfolio must include a selection of projects, reports, papers, and compositions from each of the courses in the major—in both their original draft and final versions. **SO BE SURE TO KEEP ALL WORK FROM YOUR MAJOR COURSES!** In addition to the work done for other courses in the major, the portfolio will also include either the research project (S498) or internship project (S487).

2. Reflective Essay. During the course of the semester as s/he is compiling the learning portfolio, the student will write a reflective essay which will give the student an opportunity to reflect critically on what s/he has learned through the courses and the readings which have given the student the base of knowledge in the major, focusing specifically on the interrelated nature of the various components of the discipline: language, linguistics, literature, culture.
3. **“Essential Knowledge” EXAM.** Students will take a final exam in the major that will test their knowledge of the essential aspects of Hispanic linguistics, literature, and culture.

4. **Discussions in class and with the Faculty Director.** Students will have regularly scheduled meetings with the capstone or internship director throughout the semester in which the faculty will mentor students, provide feedback on their work, guide them with the final project, and help prepare students for the oral presentation of the project.

5. **Research or Internship Project & Oral Presentation.** For S498, the student will conduct original research on a focused topic that arises out of the content of the courses in the major and on which a faculty member in Spanish has expertise. The student will present the results of the project in both **written** and **oral** form.

   For S487, The student will participate in a **60 hour** internship and will create a report of that experience. The written report will include 1) a full description of the work experience; 2) an analysis of the work experience in terms of personal growth, professional development, and academic enhancement; and 3) an articulation of the learning that occurred. The student will present the results of the project in both **written** and **oral** form.

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**C. EVALUATION**

An essential aspect of the evaluation of students in the senior capstone is their **ability to communicate in written and oral form at the advanced level of proficiency in Spanish**, as defined by the Proficiency Guidelines established by ACTFL. Consequently, **ALL work for the course will be graded equally on both “content” and language “expression.”**

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**NOTE:** Students whose language skills in Spanish do **NOT** meet the standards, may not earn the minimum passing grade of “C” and may be required to re-take the capstone course the following semester.

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**Signing up for Capstone:**

Registration for Capstone requires **“authorization” from an advisor to make sure that you are ready, and that you have met the prerequisites: in addition to the advanced language skills in Spanish, you must have already completed ALL 300-level courses, and at least TWO of the 400-level courses in order to enroll in Capstone.**
<table>
<thead>
<tr>
<th>Category</th>
<th>Knowledge</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>• To have an understanding of the sound, word, and grammatical structure of Spanish.</td>
<td>• To read and speak with appropriate pronunciation and intonation.</td>
</tr>
<tr>
<td></td>
<td>• To be aware of common interactional patterns in Spanish (pragmatics).</td>
<td>• To interpret oral speech from native speakers of different dialectal areas.</td>
</tr>
<tr>
<td></td>
<td>• To read and speak with appropriate pronunciation and intonation.</td>
<td>• To apply knowledge of the structure of Spanish in speaking and writing.</td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td>• To be familiar with dialectal differences among major Spanish-speaking areas.</td>
<td>• To apply cultural knowledge of dialects and word meanings to the interpretation of oral and written texts.</td>
</tr>
<tr>
<td></td>
<td>• To be aware of social differences in the use of the Spanish language.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be familiar with cultural connotations of common words, expressions, and idioms.</td>
<td></td>
</tr>
<tr>
<td><strong>Connections</strong></td>
<td>• To understand phonetic terminology.</td>
<td>• To analyze phonetically the speech of native speakers.</td>
</tr>
<tr>
<td></td>
<td>• To understand the phonetic structure of sounds.</td>
<td>• To be able to identify word categories.</td>
</tr>
<tr>
<td></td>
<td>• To be familiar with common phonological processes.</td>
<td>• To analyze word structures.</td>
</tr>
<tr>
<td></td>
<td>• To be familiar with word formation mechanisms.</td>
<td>• To analyze sentence structures.</td>
</tr>
<tr>
<td></td>
<td>• To understand how word meanings are formed and how words relate to each other by their meaning.</td>
<td>• To access appropriate resources to conduct original linguistic research.</td>
</tr>
<tr>
<td></td>
<td>• To be familiar with common sentence types.</td>
<td>• To be able to use appropriate methods in conducting linguistic research.</td>
</tr>
<tr>
<td></td>
<td>• To have an understanding of the origin and evolution of the Spanish language across time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be aware of how social and political forces contribute to language change.</td>
<td></td>
</tr>
<tr>
<td><strong>Comparisons</strong></td>
<td>• To understand articulatory differences between English and Spanish sounds.</td>
<td>• To be able to explain and teach the correct pronunciation of Spanish sounds to speakers of English.</td>
</tr>
<tr>
<td></td>
<td>• To understand morphological and syntactic differences between English and Spanish.</td>
<td>• To be able to explain and teach morphological and syntactic aspects of Spanish to speakers of English.</td>
</tr>
<tr>
<td><strong>Communities</strong></td>
<td>• To understand the linguistic, social, and historical context of Spanish-speaking communities such as Hispanics in the US, Sephardic Jews, etc.</td>
<td>• To apply linguistic knowledge in interaction with native speakers.</td>
</tr>
</tbody>
</table>
## Expected Knowledge Base & Skills for Graduating Seniors in Spanish: CULTURE

<table>
<thead>
<tr>
<th>CULTURE (S363, S411 or S412)</th>
<th>Knowledge</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>• To understand cultural connotations of common words, phrases, etc.</td>
<td>• To be able to interact &amp; communicate with native speakers of Spanish in culturally appropriate ways</td>
</tr>
<tr>
<td></td>
<td>• To understand how language &amp; communication are affected by cultural norms</td>
<td>• To adjust speech to cultural situations</td>
</tr>
<tr>
<td></td>
<td>• To be able to interact &amp; communicate with native speakers of Spanish in culturally appropriate ways</td>
<td>• To integrate cultural phrases &amp; idiomatic expressions into speech</td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td>• To understand the variety &amp; diversity of Hispanic cultures, based on differences of geography, history, ethnicity, etc.</td>
<td>• To explain &amp; analyze how cultural products reflect cultural norms &amp; perspectives</td>
</tr>
<tr>
<td></td>
<td>• To be familiar with the common cultural perspectives that underlie Hispanic cultural realities</td>
<td>• To refute generalizations &amp; stereotypes about Hispanic cultures</td>
</tr>
<tr>
<td></td>
<td>• To be familiar with the major cultural products of Hispanic culture (art, music, literature, etc.)</td>
<td></td>
</tr>
<tr>
<td><strong>Connections</strong></td>
<td>• To understand the impact of historical forces on present-day Hispanic culture</td>
<td>• To be able to read &amp; interpret cultural information from authentic sources</td>
</tr>
<tr>
<td></td>
<td>• To understand how cultural perspectives &amp; products are affected by a variety of influences, such as economics, history, sociology, etc.</td>
<td>• To be able to use Spanish language resources to synthesize information for other (professional) purposes</td>
</tr>
<tr>
<td></td>
<td>• To understand the impact of historical &amp; present-day contributions of Hispanic culture to world culture</td>
<td>• To be able to correlate global trends to understand Hispanic culture</td>
</tr>
<tr>
<td><strong>Comparisons</strong></td>
<td>• To understand the historical &amp; present-day contributions of Hispanic culture to world culture</td>
<td>• To be able to identify features of Hispanic cultural development in contrast to US culture</td>
</tr>
<tr>
<td></td>
<td>• To understand the impact of Hispanic culture on US culture</td>
<td>• To be able to explain &amp; analyze similarities &amp; differences between Hispanic culture &amp; other cultures of the world</td>
</tr>
<tr>
<td><strong>Communities</strong></td>
<td>• To understand the role of culture in the creation of a Hispanic community here in the US</td>
<td>• To be able to apply cultural knowledge to interaction with Hispanic communities here in the US and abroad</td>
</tr>
<tr>
<td></td>
<td>• To understand how cultural perspectives affect daily life in Hispanic communities here in the US and abroad</td>
<td>• To be able to interact on a professional level with members of the Hispanic community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To be able to appreciate &amp; participate in Hispanic cultural activities</td>
</tr>
<tr>
<td>LIT. (S360, 400-level lit.)</td>
<td>Knowledge</td>
<td>Skills</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Communication             | • To understand the literary connotations and value of certain words, phrases, etc.  
                            | • To understand the central ideas and many of the details of literary texts from the Hispanic world (poetry, narrative fiction, drama, etc.) | • To be able to derive meaning from literary language  
                            |                            | • To express, support and defend judgments and perspectives on literary works, authors, and movements in the Hispanic world, both orally and in writing | |
| Culture                   | • To understand the relationship between culture and literature  
                            | • To see literature as a cultural product                              | • To describe how Hispanic literary works reflect cultural perspectives |
| Connections               | • To understand how literary works are related to other forms of artistic expression (painting, music, etc.)  
                            | • To understand the relationships between literary movements and other historical phenomena  
                            | • To understand the importance of knowledge gained in other fields for studying literature (history, economics, linguistics, cultural studies, etc.) | • To describe and explain how Hispanic literary works are related to other works of art  
                            |                            | • To describe and explain how literary movements are connected to other historical events  
                            | • To identify and describe different literary genres | • To describe and explain how interdisciplinary knowledge illuminates the study of literature |
| Comparisons               | • To understand the evolution of literary genres by comparing works from different periods  
                            | • To understand authors and literary texts by means of comparative analysis | • To describe how Hispanic literature has evolved over time  
                            |                            | • To describe and explain a variety of literary styles  
                            | • To identify and describe different literary genres | |
| Communities               | • To understand the role that literary works play in the creation of community  
                            | • To understand the intersection of US Hispanic literature with US culture | • To describe the significance of literary expression in Hispanic cultures as an instrument that gives voice to a community, either regionally, nationally, or at a transnational level |
It is expected that graduating seniors in Spanish (by the time they reach S487 [Capstone Internship in Spanish] or S498, [Capstone Seminar in Spanish]) can function at the ADVANCED level of proficiency in Spanish, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) guidelines. The advanced level of proficiency is characterized by the following skills:

**SPEAKING**: Advanced-level speakers are characterized by the ability to
- participate actively in conversations in most informal and some formal settings on topics of personal and public interest, although the flow of speech may be irregular
- contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, producing speech that may be understood by native speakers unaccustomed to dealing with non-native speakers through the use of repetition and restatement
- narrate and describe in major time frames (present, past, future) with good control of tense and aspect (e.g., preterite / imperfect), but with a certain acceptable “grammatical roughness”
- deal effectively with unanticipated complications through a variety of communicative devices (rephrasing, paraphrasing, circumlocution, etc.)
- sustain communication by using connected discourse of paragraph length and substance with suitable accuracy and confidence
- satisfy the demands of professional work and/or school situations

**LISTENING**: Advanced-level listeners are characterized by the ability to
- Understand main ideas and most details of connected discourse on a variety
of topics beyond the immediacy of the situation, but comprehension may be uneven due to a
variety of linguistic and extra-linguistic factors, especially the familiarity of the topic

- Comprehend texts involving description and narration in different time frames
- Understand texts such as interviews, short lectures on familiar topics and news items and reports
  primarily dealing with factual information

**READING:** Advanced-level readers are characterized by

*the ability to*
- read somewhat longer prose of several paragraphs in length, particularly
  if presented with a clear underlying structure and when the text is
  predominantly in familiar sentence patterns
- get the main ideas and facts from a text, but may miss some details
- comprehend texts based not only on the reader’s knowledge of the
  situation and subject matter but also on the reader’s increasing
  understanding of how Spanish works
- read descriptive and narrative texts such as simple short stories, news
  items, bibliographical information, social notices, personal
  correspondence, routinized business letters and simple technical material written for the general
  reader

**WRITING:** Advanced-level writers are characterized by

*the ability to*
- write routine informal and some formal correspondence, narratives,
  descriptions, and summaries of a factual nature on familiar topics
- narrate and describe in major time frames, using paraphrasing and
  elaboration to provide clarity, in connected discourse of paragraph length
- express meaning that is comprehensible to those unaccustomed to the
  writing of non-native speakers, primarily through generic vocabulary, with
  good control of the most frequently used structures (common word order patterns, coordination,
  subordination)
- use a limited number of cohesive devices, such as pronouns and transitional phrases, with
  accuracy
In order to help students plan their schedules more efficiently—and thereby avoiding missing required courses or their prerequisites—, the Program in Spanish offers this informational grid for students and advisors as a guide to our courses in the major.

NOTE: Intermediate Spanish language proficiency (S204 or its equivalent) must be attained BEFORE taking any course at the advanced (300 and 400) level. The 300 level of courses is considered a “foundation content” level, serving as prerequisites for courses at the 400 level, considered the “advanced content” level. Course prerequisites and sequencing must be kept in mind as students organize their programs of study.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>*PRE-REQUISITE</th>
<th>Rotation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>S313</td>
<td>Writing Spanish</td>
<td>S204 or its equivalent</td>
<td>EVERY semester; Summer I</td>
<td>Essential for success in all other advanced courses at the 300- and 400-level courses. Also offered in summer.</td>
</tr>
<tr>
<td>S323</td>
<td>Introduction to Translating Spanish &amp; English</td>
<td>S313</td>
<td>Fall &amp; Spring</td>
<td>Foundation course in translation and prerequisite for SPAN-S 423.</td>
</tr>
<tr>
<td>S326</td>
<td>Introduction to Spanish Linguistics</td>
<td>S313</td>
<td>Fall &amp; Spring</td>
<td>Foundation course in Hispanic linguistics and the prerequisite for all 400-level linguistics courses.</td>
</tr>
<tr>
<td>S360</td>
<td>Introduction to Hispanic Literature</td>
<td>S313</td>
<td>Fall &amp; Spring</td>
<td>Foundation course in literary analysis and the prerequisite for all 400-level literature courses.</td>
</tr>
<tr>
<td>S363</td>
<td>Introduction to Hispanic Culture</td>
<td>S313</td>
<td>Fall &amp; Spring</td>
<td>Foundation course in cultural studies and the prerequisite for all 400-level culture courses.</td>
</tr>
<tr>
<td>S4__</td>
<td>400-Level course in LINGUISTICS</td>
<td>S326</td>
<td>Fall &amp; Spring</td>
<td>Students may choose from S425, S427, S428, S440, S441.</td>
</tr>
</tbody>
</table>
400-Level course in CULTURE  S412 in Fall & S411 in Spring  Students may choose either S412 (FALL) or S411 (SPRING)

400-Level course in LITERATURE  S400-Level elective  Students may choose any course from S407-S408 and S431 through S477. Course offerings in literature are determined by faculty expertise and availability

Students may choose any course at the 400 level in Spanish, as a complement to required courses

SYNTHESIS

Capstone in Spanish  Senior status; all 300-level required courses, AND two 400-level courses in Spanish  Fall & Spring, with authorization  Integration of undergraduate coursework through a portfolio and research or internship project.

Students are reminded that the sequence of courses that make up the Major in Spanish is founded on the notion that skills and knowledge bases are developed over time through a sequential progression of courses that build one upon another: 300-level language skill enhancement courses must precede the foundation content courses; and 300-level prerequisites must precede 400-level advanced courses. Requests for waivers or substitutions of required courses cannot be considered.

The following grid demonstrates how a student who begins with intermediate Spanish (as placed into that level by the Placement Exam)* may complete the major easily in a timely fashion following the rotation of advanced courses and their prerequisites. (Note: Majors are STRONGLY encouraged to consider taking some of their advanced courses on a program ABROAD, either during the regular school year or during the summer.)

SAMPLE 4-year Program in the MAJOR

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL Semester</th>
<th>SPRING Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>S203</td>
<td>S204</td>
</tr>
<tr>
<td>Second</td>
<td>S313, S326</td>
<td>S323, S360</td>
</tr>
<tr>
<td>Third</td>
<td>S363, S4xx (Literature or Linguistics)</td>
<td>S4xx (Ling. or Lit.), S4xx (Culture)</td>
</tr>
<tr>
<td>Fourth</td>
<td>S4xx (Elective)</td>
<td>Capstone (S498 or S487)</td>
</tr>
</tbody>
</table>

*Like basic English, Math and Social Science, BASIC second language skills should be acquired in High School by college-bound students. A student with a deficiency in basic language may still finish the major in four years, but may need to complete several advanced courses abroad during the summer.

For more information, contact your advisor in Spanish or the Lead Advisor of the Program in Spanish, Prof. Herbert Brant, CA 545B, hbrant@iupui.edu
In order to help students plan their schedules more efficiently, thereby avoiding missing required courses or their prerequisites, the Program in Spanish offers this basic guide for advisors and students in the School of Education. ***NOTE: ALL requirements for certification and the teaching degree must be verified with the School of Education.

The teaching MAJOR in Spanish requires the completion of a minimum of 39-41 credit hours beyond the 100 level, including 33 credit hours in 300 and 400 level courses. The following courses are specifically required for the teaching major: S326, S360, and S363. Teaching majors in Spanish are advised to consult with advisors both in the School of Education as well as in the Program in Spanish.

• NOTE on course sequencing: Intermediate Spanish language proficiency (S204 or its equivalent) must be attained BEFORE taking any courses at the advanced (300 and 400) level. The 300 level of courses is considered a “foundation content” level, serving as prerequisites for courses at the 400 level, considered the “advanced content” level. Course sequencing must be kept in mind as students organize their programs of study.

### Spanish Requirements (39-41 credits) [effective Fall 2010]

24 of these credits must be completed before beginning the TEP (“Teacher Education Program”)

<table>
<thead>
<tr>
<th>I. Second Year Spanish (6-8 credits)</th>
<th>6 _____ OR</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN-S 298 Second Yr Spanish (this option is for native speakers only)</td>
<td>6 _____</td>
</tr>
<tr>
<td>SPAN-S 203 Second Yr Spanish I* AND</td>
<td>4 _____</td>
</tr>
<tr>
<td>SPAN-S 204 Second Year Spanish II*</td>
<td>4 _____</td>
</tr>
</tbody>
</table>

*Prerequisite: S119 or S132

*Prerequisite: S203 or equiv.

<table>
<thead>
<tr>
<th>II. Spanish Foundations (15 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select three from the following list:</td>
<td></td>
</tr>
<tr>
<td>SPAN-S 311 Spanish Grammar*</td>
<td>3 _____</td>
</tr>
<tr>
<td>SPAN-S 317 Spanish Conversation and Diction*</td>
<td>3 _____</td>
</tr>
<tr>
<td>(S317 may not be taken by native speakers; native speakers must take a 300-400 level elective instead)</td>
<td></td>
</tr>
<tr>
<td>SPAN-S 313 Writing Spanish*</td>
<td>3 _____</td>
</tr>
<tr>
<td>SPAN-S 323 Intro to Translating Spanish &amp; English*</td>
<td>3 _____</td>
</tr>
<tr>
<td>Required Foundation Courses</td>
<td></td>
</tr>
<tr>
<td>SPAN-S 363 Introduction to Hispanic Culture* and</td>
<td>3 _____</td>
</tr>
<tr>
<td>SPAN-S 326 Introduction to Spanish Linguistics*</td>
<td>3 _____</td>
</tr>
</tbody>
</table>

*Prerequisite: S313

<table>
<thead>
<tr>
<th>III. Spanish Literature (6 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN-S 360 Introduction to Hispanic Literature*</td>
<td>3 _____</td>
</tr>
</tbody>
</table>

*Prerequisite: S313

Select one from the following list:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN-S 407 or 408</td>
<td>Survey of Spanish Lit I or II*</td>
<td>3</td>
<td>Prerequisite: S360</td>
</tr>
<tr>
<td>SPAN-S 431 or 432</td>
<td>Survey of Spanish Poetry I or II*</td>
<td>3</td>
<td>Prerequisite: S360</td>
</tr>
<tr>
<td>SPAN-S 445</td>
<td>Major Dramatists of the Golden Age I*</td>
<td>3</td>
<td>Prerequisite: S360</td>
</tr>
<tr>
<td>SPAN-S 450</td>
<td>Cervantes' Don Quixote I*</td>
<td>3</td>
<td>Prerequisite: S360</td>
</tr>
<tr>
<td>SPAN-S 455</td>
<td>Modern Spanish Drama I*</td>
<td>3</td>
<td>Prerequisite: S360</td>
</tr>
<tr>
<td>SPAN-S 457</td>
<td>Modern Spanish Novel I*</td>
<td>3</td>
<td>Prerequisite: S360</td>
</tr>
<tr>
<td>SPAN-S 461</td>
<td>Contemporary Spanish Literature I*</td>
<td>3</td>
<td>Prerequisite: S360</td>
</tr>
<tr>
<td>SPAN-S 470</td>
<td>Women and Hispanic Literature*</td>
<td>3</td>
<td>Prerequisite: S360</td>
</tr>
<tr>
<td>SPAN-S 471 or S472</td>
<td>Spanish-American Lit I or II*</td>
<td>3</td>
<td>Prerequisite: S360</td>
</tr>
<tr>
<td>SPAN-S 477</td>
<td>20th Century Spanish-American Fiction*</td>
<td>3</td>
<td>Prerequisite: S360</td>
</tr>
</tbody>
</table>

**IV. Advanced Spanish Culture and Civilization (3 credits)**

Select one from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN-S 411</td>
<td>Spanish Culture and Civilization*</td>
<td>3</td>
<td>Prerequisite: S363</td>
</tr>
<tr>
<td>SPAN-S 412</td>
<td>Latin American Culture and Civilization*</td>
<td>3</td>
<td>Prerequisite: S363</td>
</tr>
</tbody>
</table>

**V. Advanced Spanish Linguistics (3 credits)**

Select one from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN-S 440</td>
<td>Hispanic Sociolinguistics*</td>
<td>3</td>
<td>Prerequisite: S326</td>
</tr>
<tr>
<td>SPAN-S 441</td>
<td>The Acquisition of Spanish*</td>
<td>3</td>
<td>Prerequisite: S326</td>
</tr>
<tr>
<td>SPAN-S 425</td>
<td>Spanish Phonetics*</td>
<td>3</td>
<td>Prerequisite: S326</td>
</tr>
<tr>
<td>SPAN-S 427</td>
<td>The Structure of Spanish*</td>
<td>3</td>
<td>Prerequisite: S326</td>
</tr>
<tr>
<td>SPAN-S 428</td>
<td>Applied Spanish Linguistics*</td>
<td>3</td>
<td>Prerequisite: S326</td>
</tr>
</tbody>
</table>

**VI. Advanced Spanish Electives (6 credits)**

Select two courses at the 400 level: Choose from among the following: 400 level courses listed above or the ones below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN-S 487</td>
<td>Capstone Internship in Spanish*</td>
<td>3</td>
<td>Authorization required</td>
</tr>
<tr>
<td>SPAN-S 498</td>
<td>Capstone Seminar in Spanish*</td>
<td>3</td>
<td>Authorization required</td>
</tr>
</tbody>
</table>

**SPAN-S ___________________________________ 3 _____**

**SPAN-S ___________________________________ 3 _____**
SPANISH EDUCATION  
Middle School/High School (grades 5-12)  
Indiana University School of Education – Indianapolis  
REPA Licensing Rules  
120 credit hours  
For students starting Fall 2013 or after

This program is subject to change due to changing state and federal teaching standards.

| STUDENT NAME______________________________________________ | STUDENT UID_____________________________ |
| ADVISOR_____________________________________________________ | DATE_____________________________________

General Education: 40 credits

Must complete 37 of these credits before beginning TEP

<table>
<thead>
<tr>
<th>Communication Core (6 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ENG W131 Elementary Composition 1 (or W140) 3</td>
</tr>
<tr>
<td>+ENG W132 Elementary Composition 2 (or W150) 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education Core (11 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>## EDUCF110 Windows on Education 2</td>
</tr>
<tr>
<td>+EDUC W200 Using Computers in Education 3</td>
</tr>
<tr>
<td>+EDUC H341 American Culture &amp; Education 3</td>
</tr>
<tr>
<td>+EDUC F200 Examining Self as Teacher 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analytical Reasoning (3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one course from the following list:</td>
</tr>
<tr>
<td>CSCI N207 Data Analysis Using Spreadsheets 3</td>
</tr>
<tr>
<td>*ECON E270 Stats in Business/Economics 3</td>
</tr>
<tr>
<td>GEOG G488 Applied Spatial Statistics 3</td>
</tr>
<tr>
<td>*MATH M118 Finite Mathematics 3</td>
</tr>
<tr>
<td>*MATH 15300 Algebra and Trigonometry 3</td>
</tr>
<tr>
<td>PHIL P162 Logic 3</td>
</tr>
<tr>
<td>POLS Y205 Elements of Political Analysis 3</td>
</tr>
<tr>
<td>*PSY B305 Statistics 3</td>
</tr>
<tr>
<td>*SOC R251 Methods of Social Research 3</td>
</tr>
<tr>
<td>STAT 11300 Statistics and Society 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arts and Humanities (3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one course from the following list:</td>
</tr>
<tr>
<td>AFRO A150 Afro-American Studies 3</td>
</tr>
<tr>
<td>AMST A103 Topics in American Studies 3</td>
</tr>
<tr>
<td>CLAS C205 Classical Mythology 3</td>
</tr>
<tr>
<td>COMM T130 Intro to Theatre 3</td>
</tr>
<tr>
<td>ENG L105 Appreciation of Literature 3</td>
</tr>
<tr>
<td>ENG L115 Literature for Today 3</td>
</tr>
<tr>
<td>HER H100 Art Appreciation 3</td>
</tr>
<tr>
<td>HER Z200 Art Making for Teachers 3</td>
</tr>
<tr>
<td>FOLK F101 Intro to Folklore 3</td>
</tr>
<tr>
<td>FLAC E231 Japan: The Living Tradition 3</td>
</tr>
<tr>
<td>MUS M174 Music for the Listener 3</td>
</tr>
<tr>
<td>PHIL P110 Intro to Philosophy 3</td>
</tr>
<tr>
<td>PHIL P120 Ethics 3</td>
</tr>
<tr>
<td>WOST W105 Introduction to Women’s Studies 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Natural Science (3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select two courses from the following list:</td>
</tr>
<tr>
<td>ANTH A103 Human Origins and Prehistory 3</td>
</tr>
<tr>
<td>AST A100 Solar Systems 3</td>
</tr>
<tr>
<td>AST A105 Stars and Galaxies 3</td>
</tr>
<tr>
<td>BIOL N100 Contemporary Biology 3</td>
</tr>
<tr>
<td>BIOL N107 Exploring the World of Animals 3</td>
</tr>
<tr>
<td>BIOL N200 The Biology of Women 3</td>
</tr>
<tr>
<td>CHEM C100 The World of Chemistry 3</td>
</tr>
<tr>
<td>GEOG G107 Physical Systems of the Environment 3</td>
</tr>
<tr>
<td>GEOL G110 Physical Geology 3</td>
</tr>
<tr>
<td>GEOL G115 Intro to Oceanography 3</td>
</tr>
<tr>
<td>GEOL G132 Environmental Problems 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spanish Core: (8 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN S203 Second YR Spanish I AND 4</td>
</tr>
<tr>
<td>SPAN S204 Second YR Spanish II 4</td>
</tr>
</tbody>
</table>

Students must substitute elective credits if they test into third level Spanish courses.

Note the following symbols next to the course title mean:

+ This course must be completed with a C or better before beginning the Teacher Education Program

*Requires a prerequisite course.

## EDUC F110 Windows on Education is designed for beginning freshman, students entering IUPUI or changing majors after their freshman year may substitute an elective.

General Education courses cannot be counted more than once. Example: Anthropology A104 can be counted toward Social Sciences credit requirements OR Comparative World Cultures but not for both.

Higher-level courses may be substituted with permission of an advisor in any general education area.

Spanish Requirements (42 credits)

Must complete 24 of these credits before beginning TEP

I. Spanish Foundations (15 credits)

Required Foundation Courses: 15 credits
Take all of the following:
SPAN S311 Spanish Grammar          3 _____
SPAN S313 Writing Spanish           3 _____
SPAN S317 Spanish Conversation and Diction 3 _____
(S317 may not be taken by native speakers. If you are a native or
heritage speaker you will take a 300-400 level elective
instead)
SPAN S363 Introduction to Hispanic Culture 3 _____
SPAN S326 Introduction to Spanish Linguistics 3 _____

II. Spanish Literature (6 credits)
SPAN S360 Introduction to Hispanic Literature 3 _____
Select one from the following list:
SPAN S407 or S408 Survey of Spanish Lit I or II 3 _____
SPAN S431 or S432 Survey of Spanish Poetry I or II 3 _____
SPAN S445 Major Dramatists of the Golden Age I 3 _____
SPAN S450 Cervantes’ Don Quixote I 3 _____
SPAN S455 Modern Spanish Drama I 3 _____
SPAN S457 Modern Spanish Novel I 3 _____
SPAN S461 Contemporary Spanish Literature I 3 _____
SPAN S470 Women and Hispanic Literature 3 _____
SPAN S471 or S472 Spanish-American Lit I or II 3 _____
SPAN S477 20th Century Spanish-American Fiction 3 _____

III. Advanced Spanish Culture and Civilization (6 credits)
SPAN S411 Spanish Culture and Civilization
SPAN S412 Latin American Culture and Civilization

IV. Advanced Spanish Linguistics (3 credits)
Select one from the following list:
SPAN S440 Hispanic Sociolinguistics 3 _____
SPAN S441 The Acquisition of Spanish 3 _____
SPAN S425 Spanish Phonetics 3 _____
SPAN S427 The Structure of Spanish 3 _____
SPAN S428 Applied Spanish Linguistics 3 _____

V. Advanced Spanish Electives (6 credits)
Select two courses at the 400 level:
SPAN S ________________________________________ 3 _____

VII. Capstone Course (3 credits)
SPAN S487 Capstone Internship in Spanish OR 3 _____
SPAN S498 Capstone Seminar in Spanish ** 3 _____
** This course is strongly recommended

Secondary Teacher Education Program (38 credits)

Students must apply for and be admitted to the TEP. Critical information regarding admissions is on the following page.

Block I: Diversity and Learning (10 credits)
EDUC S420 Teaching/Learning in Middle School 3 _____
EDUC K306 Teaching Students with Special Needs in Sec.
Classrooms 3 _____
EDUC M404 Field Experience 0 _____
Benchmark II Assessment

Content Methods (3 credits)
Offered spring only. May be taken concurrently with MS or HS Block.
EDUC M445 Teaching Foreign Language 3 _____

Block III: High School (3 credits)
EDUC S430 Teaching/Learning in High School 3 _____
EDUC M405 Field Experience 0 _____
Benchmark III Assessment
PRAXIS II

Students must demonstrate content area skills by achieving
passing scores on the PRAXIS II test in the content area(s) of
licensure prior to student teaching in Block IV.

Block IV: Student Teaching (16 credits)
EDUC M451 Middle Schools-8 weeks  8 _____
EDUC M480 High School-8 weeks  8 _____
Benchmark IV

About This Program

The IU School of Education at IUPUI is a leader in
the preparation of urban teachers. The Secondary
Teacher Education Program prepares content area
teachers to teach at the middle and high school
levels. The program consists of a core selection of
general education courses designed to give students
a broad based academic foundation, a strong
content area major, and a four-semester sequence of
professional education courses. During students’
first two years of college they complete 58 credits
of general education and major courses. This gives
them some content area expertise when they begin
learning the art of teaching during their last two
years of college when they enter the Secondary
Teacher Education Program. This program
consists of blocked and field-based courses, ending
in a full semester of student teaching. Students
should plan to enter this professional level program
at the beginning of their junior year.

Critical Program information is located on page 3

Courses taken in the first two semesters of the
Secondary Teacher Education Program are blocked
to facilitate team teaching, field experiences, and
the integration of content from multiple disciplines.
Courses in the program are also sequenced and must
be taken in order. Students are authorized for all
courses and take only one block a semester. All
blocks require students to spend time in schools and
interact with cohort members in the field, online,
and in class. Courses are offered during the day and only in the Fall and Spring semesters. Student teaching occurs at both the middle school and the high school levels during Block IV. Student teaching requires 5 days a week for 16 weeks. Because of our strong commitment to urban education, all field and student teaching experiences are in urban settings.

### Overall Program Requirements

- A C or higher grade is required in all courses in this program. Courses with a C- or lower will not count toward the requirement.
- A GPA of 2.5 in the Secondary Teacher Education Program, overall and in the major is required.
- A minimum of 120 college credits must be completed.

### Secondary Teacher Education Admission Requirements

Admission to Teacher Education Program is competitive because of the high number of applicants. Students must meet the minimum requirements to be considered for admission, but meeting these requirements does not guarantee admission. To be eligible for admission to the program, a student must:

- Have a minimum overall GPA of 2.50 at the time of application
- Have a minimum GPA of 2.50 in your major at the time of application
- Attain a C (2.0) or higher in all courses.
- Successfully complete EDUC H341, EDUC W200, EDUC F200, ENG W131, and ENG W132.
- Complete a minimum of 61, credits in the General Education and Content Major prior to beginning the TEP.
- TEP applicants should have no more than 6 to 9 classes outside of the blocks left to take when they enter the TEP this would include any dual license classes.
- Complete all parts of the application & meet deadlines of September 7 for spring admission & February 7 for fall. Application is available online at

http://education.iupui.edu/soe/forms/applications.aspx

- Demonstrate basic skills with one of the following:
  - ACT with a score of at least 24 based on math, reading, grammar, and science
  - SAT with a score of at least 1100 based on critical reading and math
  - GRE with a score of at least 1100 based on verbal and quantitative
  - Praxis I composite score of 527 based on reading, writing, and math. OR
  - Pass Praxis I reading, math and writing
  - Anyone with a Master’s Degree from a regionally accredited institution is exempt.

**NOTE:** Beginning with students entering Block I in the spring of 2011 (who will student teach in the fall of 2012), all students must demonstrate content area proficiency required by the state for licensure by earning passing scores on the appropriate PRAXIS II tests. Students should schedule this test well in advance so scores will be reported to the SOE by December 1st to student teach in the fall or July 1st to student teach in the spring. No students will be allowed to student teach until passing scores are earned and reported.
## Undergraduate Courses

### BEGINNING Spanish

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>S117-S118-S119</td>
<td>Beginning Spanish I-II-III (3-3-4 cr.)</td>
<td>Introductory language sequence of courses designed for students with no prior training in Spanish. Emphasis on developing basic speaking, writing, listening, and reading skills as well as awareness of Hispanic culture. Credit not given for both S117-S118-S119 and S131-S132.</td>
<td>PUL=1A,5</td>
<td>3-3-4</td>
</tr>
</tbody>
</table>

### INTENSIVE Beginning Spanish I-II (5-5 cr.)

- **S131-S132**
  - Intensive introductory language sequence of courses. Recommended for prospective majors and for students with prior training in Spanish or other Romance languages. Emphasis on developing basic speaking, writing, listening, and reading skills as well as awareness of Hispanic cultures. Credit not given for both S117-S118-S119 and S131-S132. PUL=1A,5

### Beginning Spanish for Law Enforcement Professionals I-II (3-3 cr.)

- **S142-S143**
  - Beginning language instruction in Spanish with an emphasis on the communicative needs of law enforcement personnel. Service-learning component available. PUL=1A,5

### Beginning Spanish for Health Care Personnel I-II (3-3 cr.)

- **S160-S161**
  - Beginning language instruction in Spanish with an emphasis on the communicative needs of health care personnel. Service-learning component available. PUL=1A,5

### INTERMEDIATE Spanish

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>S203</td>
<td>Second-Year Spanish I (4 cr.)</td>
<td>8-10 credit hours of college-level Spanish or placement by testing. A continuation of training in the four skills: listening, reading, speaking, and writing.</td>
<td>PUL=1A,5</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>S204</td>
<td>Second-Year Spanish II (4 cr.)</td>
<td>10-14 credit hours of college-level Spanish or placement by testing. A continuation of S203.</td>
<td>PUL=1A,5</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>S298</td>
<td>Special Credit Second-Year Spanish (3 or 6 cr.)</td>
<td>Non-native speakers may receive a maximum of 16 credits by completing a 300-level course with a C or higher (S298 plus 10 hours at the 100 level). Native speakers of Spanish are eligible for a maximum of 6 hours of “S” credit (S298) upon completion of S313 with a C or higher.</td>
<td>PUL=1A,5</td>
<td>3 or 6</td>
</tr>
</tbody>
</table>

### ADVANCED Spanish

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>S311</td>
<td>Spanish Grammar (3 cr.)</td>
<td>This course is designed to integrate the four basic language skills into a review of the major points of Spanish grammar. Course work will combine grammar exercises with brief controlled compositions based on reading assignments and class discussion in Spanish. PUL=1A,2</td>
<td>P: S204 or equivalent.</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Description</th>
<th>Prerequisites</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>S313</td>
<td>Writing Spanish (3 cr.)</td>
<td>Students are strongly encouraged to have already successfully completed English W131 before enrolling in S313. Grammar review, composition, and themes in Spanish with a focus on the development of academic writing skills. Specifically required for native speakers who wish to earn special credit (S298) in Spanish. PUL=1A,2</td>
<td>P: S204 or equivalent.</td>
<td>3</td>
</tr>
</tbody>
</table>

*REQUIRED for major.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>S315</td>
<td>Spanish in the Business World (3 cr.)</td>
<td>Introduction to the technical language of the business world with emphasis on problems of style, composition, and translation in the context of Hispanic mores.</td>
<td>PUL=1A,5</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>S317</td>
<td>Spanish Conversation and Diction (3 cr.)</td>
<td>Intensive controlled conversation correlated with readings, reports, debates, and group discussions, with emphasis on vocabulary usage, word order, tense relationships, and linguistic devices. Class time is the same as for a 4 credit hour course. May be repeated once for credit. Service-learning component available. PUL=1A,5</td>
<td>P: S204 or equivalent.</td>
<td>3</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>S319</td>
<td>Spanish for Health Care Personnel (3cr.)</td>
<td>Course designed specifically for those interested in learning Spanish in the context of material related to health care systems. Emphasis placed on vocabulary necessary for communicative competence in the medical fields.</td>
<td>P: S204 or equivalent.</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Description</th>
<th>Prerequisites</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>S323</td>
<td>Introduction to Translating Spanish and English  (3 cr.)</td>
<td>Comparative study of the style and grammar of both languages with a focus on the difficulties involved in translating. Introduction to the techniques and process of translation through intensive practice. PUL=2,1A,6</td>
<td>P: S313 or consent of instructor.</td>
<td>3</td>
</tr>
</tbody>
</table>

*REQUIRED for major.
S326 Introduction to Spanish Linguistics (3 cr.) P: S313 or equivalent. Introduces the basic concepts of Hispanic linguistics and establishes the background for the future application of linguistic principles. The course surveys linguistic properties in Spanish, including phonology, morphology, and syntax. Additional introductory material on historical linguistics, second language acquisition, semantics, and sociolinguistics will be included. PUL=2,1A *REQUIRED for major.

S360 Introduction to Hispanic Literature (3 cr.) P: S313 or equivalent. Using fiction, drama, and poetry from both Spain and Latin America, this course introduces strategies to increase reading comprehension and presents terms and concepts useful in developing the critical skills of literary analysis. PUL=2,1A *REQUIRED for major.

S363 Introduction to Hispanic Culture (3 cr.) P: S313 or equivalent. Introduction to the cultural history of Spanish-speaking countries with emphasis on its literary, artistic, social, economic, and political aspects. PUL=5,1A *REQUIRED for major.

S407 Survey of Spanish Literature I (3 cr.) P: S360 or equivalent. A historical survey that covers major authors, genres, periods, and movements from the Spanish Middle Ages through the Baroque period of the seventeenth century. Readings include prose works, poetry, and drama. PUL=2,1A *Counts for 400-level literature course.

S408 Survey of Spanish Literature II (3 cr.) P: S360 or equivalent. A historical survey of Spanish literature that covers the main current of Spain’s literary history in the eighteenth, nineteenth, and twentieth centuries. Readings in prose, poetry, and drama by representative writers. PUL=2,1A. *Counts for 400-level literature course.

S411 Spanish Culture and Civilization (3 cr.) P: S363 or equivalent. A course to integrate historical, social, political, and cultural information about Spain. *Counts for 400-level culture course.

S412 Latin American Culture and Civilization (3 cr.) P: S363. Course to integrate historical, social, political, and cultural information about Spanish America. PUL=5,1A. *Counts for 400-level culture course.

S419 Spanish for Law Enforcement (3 cr.) P: S313 or consent of instructor. Specialized vocabulary necessary for law enforcement professionals. Sight and written translation of legal documents, court records, and the language of the courtroom and courtroom procedures. Intensive classroom practice and language laboratory exercises focus on use of specialized vocabulary. Information on becoming certified court interpreters and review of federal standards for interpreters. PUL=1A,2. *Counts for 400-level elective course.

S421 Advanced Grammar and Composition (3 cr.) P: S311 and S313, or consent of instructor. Selected grammar review and intensive practice in effective use of the written language. PUL=2,1A. *Counts for 400-level elective course.

S423 The Craft of Translation (3 cr.) P: S313 and S323, or consent of instructor. Basic introductory course in translation. The problems and techniques of Spanish/English and English/Spanish translation using a variety of texts and concentrating on such critical areas as stylistics, tone, rhythms, imagery, nuance, allusion, etc. PUL=2,1A, 6;RISE-E *Counts for 400-level elective course.

S425 Spanish Phonetics (3 cr.) P: S326 or equivalent. Intensive patterned pronunciation drills and exercises in sound discrimination and transcription, based on detailed articulatory description of standard Spanish of Spain and Latin America. Attendance required. PUL=1A,2. *Counts for 400-level linguistics course.

S427 The Structure of Spanish (3 cr.) P: S313 and S326 or consent of instructor. Introduction to Spanish Syntax. Study of the basic principles to express constituency and syntactic dependencies, as well as the mechanism to account for cross-linguistic and cross-dialectal syntactic variation. PUL=2,1A. *Counts for 400-level linguistics course.

S428 Applied Spanish Linguistics (3 cr.) P: S313 and S320, or consent of instructor. General aspects of Spanish phonology, morphology, syntax, and semantics as they bear on teaching. PUL=3,1A. *Counts for 400-level linguistics course.

S429 Medical Interpreting (3 cr.) P: 300-level Spanish and S319, or consent of instructor. Advanced course for native Spanish speakers or advanced-level students who are considering a career in medical interpreting. Focus on reading, interpreting and translation, as well as intensive practice in interpretation from and into English and Spanish in the health care field. PUL=1A,2. *Counts for 400-level elective course.

S430 Legal Spanish (3 cr.) P: 300-level Spanish or consent of instructor. Advanced course for native speakers of Spanish or advanced students in Spanish who are considering careers in the legal professions. Course begins with general knowledge of legal Spanish and focuses on reading, communicative activities, interpreting, and translation. PUL=1A,2. *Counts for 400-level elective course.

S431-S432 Survey of Spanish Poetry I-II (3-3 cr.) P: S313 and S360, or consent of instructor. Spanish poetry from its beginnings to contemporary times. Works of medieval, Renaissance, romantic, and contemporary roots. PUL=2,1A. *Counts for 400-level literature course.

S440 Hispanic Sociolinguistics (3 cr.) P: S326 or equivalent. Examines current topics in Hispanic sociolinguistic/pragmatics. Topics include sociolinguistic and phonological and syntactic variation, field methods, discourse analysis, language and power, language ideology, language attitudes, languages in contact, language and gender, language and the law, bilingualism, linguistic politeness, and speech act theory. May be taken concurrently with S513. PUL=2,1A. *Counts for 400-level linguistics course.
S441 The Acquisition of Spanish (3 cr.) P: S326 or equivalent. Examines current topics in the acquisition of Spanish. Provides an introduction to research on the first and/or second language acquisition of Spanish and to the pedagogical applications of these findings. Students develop a background in these fields and have opportunities to link theory and practice. May be taught concurrently with S515. PUL=2,1A  *Counts for 400-level linguistics course.

S445 Major Dramatists of the Golden Age I (3 cr.) P: S313 and S360, or consent of instructor. Lectures outlining the development of the theater during the Golden Age. Readings selected from the works of Lope de Vega, Tirso de Molina, Juan Ruiz de Alarcón, Calderón. PUL=2,1A *Counts for 400-level literature course.

S450 Cervantes' Don Quixote I (3 cr.) P: S313 and S360, or consent of instructor. Intensive reading of Don Quixote, with account of the author's life and thought and discussions of the development of the novel to Cervantes' time. PUL=2,1A  *Counts for 400-level literature course.

S455 Modern Spanish Drama I (3 cr.) P: S313 and S360, or consent of instructor. Selected readings from the works of representative authors of the eighteenth, nineteenth, and twentieth centuries, with lectures on development of the Spanish theater. PUL=2,1A  *Counts for 400-level literature course.

S457 Modern Spanish Novel I (3 cr.) P: S313 and S360, or consent of instructor. Reading of representative nineteenth- and twentieth-century novels and study of development of the novel. PUL=2,1A  *Counts for 400-level literature course.

S461 Contemporary Spanish Literature I (3 cr.) P: S313 and S360, or consent of instructor. Selected twentieth-century novels, plays, and essays. Historical background and literary movements. PUL=2,1A  *Counts for 400-level literature course.

S470 Women and Hispanic Literature (3 cr.) P: S313 and S360, or consent of instructor. The Hispanic woman within her cultural context through literary texts. Topics such as women authors, characters, themes, and feminist criticism. PUL=2,1A  *Counts for 400-level literature course.

S471-S472 Spanish-American Literature I-II (3-3 cr.) P: S313 and S360, or consent of instructor. Introduction to Spanish-American literature. PUL=2,1A  *Counts for 400-level literature course.

S477 Twentieth-Century Spanish-American Prose Fiction (3 cr.) P: S313 and S360, or consent of instructor. Close readings of representative novelists and short story writers, including established authors (Borges, Asturias, Arreola, Carpentier) and promising young writers. PUL=2,1A  *Counts for 400-level literature course.

S487 Capstone Internship in Spanish (3 cr.) P: Senior standing in Spanish, with authorization. Students apply the skills gained in undergraduate course work in Spanish to an internship in a professional setting where the use of Spanish is required. Students produce a portfolio, a reflective journal, a written project on the internship, and a final oral presentation. PUL=3,1A  *Counts for 400-level capstone course.

S491 Elementary Spanish for Graduate Students (3-4 cr.; 3 cr. graduate; 4 cr. undergraduate) Introduction to the structure of Spanish necessary for reading graded texts of a general nature. Open with consent of instructor to undergraduates who have beginning-level proficiency in another language. PUL=1A,5

S493 Internship Program in Spanish (3 cr.) P: Junior standing with authorization. Students work in businesses, organizations, or institutions applying their skills in Spanish in order to gain awareness of the uses of Spanish in the workplace. They record and analyze their experiences through logs and meetings with the internship director and write a research paper. Open to IUPUI students only. PUL=4,2  *Counts for 400-level elective course.

S494 Individual Readings in Hispanic Studies (1-3 cr.) P: S313 with authorization. Topic to be selected by the student with the consent of the Director. Topic may not duplicate the content of an already existing course. May not be taken for graduate credit. Open to IUPUI majors in Spanish only or students in the Certificate in Translation Studies and Interpreting program. PUL=5,2

S495 Hispanic Colloquium (3 cr.) P: S313 or consent of instructor. Topic to be selected by the faculty member offering the course. May be taken twice for credit as long as the topic is different. PUL=2,1A

S496 Foreign Study in Spanish (3-6 cr.) P: authorization of Director. Planning of a research project during the year preceding the summer abroad. Time spent in research abroad must amount to at least one week for each credit hour granted. Research paper must be presented by the end of the semester following foreign study. PUL=1A,5;RISE-I

S498 Capstone Seminar in Spanish (3 cr.) P: Senior standing in Spanish with authorization. Senior-level course for Spanish majors that integrates students’ undergraduate study. Students showcase academic progress through a portfolio, a reflective journal, discussions with the faculty capstone director, and a final presentation to students and faculty. PUL=3,2  *Counts for 400-level capstone course.

S507 Foreign Language Institute (3 cr.) P: Graduate standing in Spanish or consent of instructor. Intensive interdepartmental course involving language laboratory and audiovisual equipment and techniques, lecture, assignments in contemporary civilization (in the foreign language), and discussion of classroom use of applied linguistics. Taught only in the summer. Intended primarily for teachers. May be repeated for a maximum of 6 credit hours.

S511 Spanish Syntactic Analysis (3 cr.) P: S326 or consent of instructor. Introduction to the analysis
of syntactic data. Focus on developing theoretical apparatus required to account for a range of syntactic phenomena in Spanish.

**S513 Introduction to Hispanic Sociolinguistics (3 cr.)** P: S326, or consent of instructor. This course examines the relationship between language and society in the Spanish-speaking world. It surveys a wide range of topics relevant to Spanish: language as communication, the sociology of language, and linguistic variation. The course is conducted entirely in Spanish.

**S515 The Acquisition of Spanish as a Second Language (3 cr.)** P: S326, S428, or consent of instructor. This course is an introduction to the acquisition of Spanish as a second language. We will survey a selection of studies exploring topics that range from the development of second language (Spanish) grammars, to second language production and comprehension, input processing, and the acquisition of pragmatic and sociolinguistic competence. *REQUIRED core course

**S517 Methods of Teaching College Spanish (3 cr.)** P: S428 or consent of instructor. This course on communicative language teaching takes as its point of departure the body of research on second language development. We extrapolate from this base principles and parameters to guide classroom instruction. We cover a full range of topics from grammar and input to spoken and written language. *REQUIRED core course

**S518 Studies in Latino and Spanish American Culture (3 cr.)** P: S412 or consent of instructor. Advanced study of cultural phenomena produced in Latin America and among U.S. Hispanics. The course focuses on belief systems, artistic production, laws, customs, and other socially determined behaviors. Topics such as colonization, popular culture, communication, art, religious syncretism, and native indigenous cultures will be explored.

**S519 Practicum in the Teaching of Spanish (3 cr.)** P: S517 or consent of instructor. Practical application of the teaching methodology explored in S517, Methods of Teaching College Spanish. Students will undertake teaching projects supervised by a graduate faculty member in Spanish and meet with their mentors to assess their teaching objectives, techniques, materials and outcomes. *REQUIRED core course

**S521 Spanish Grammar and Linguistics for Teachers I (3 cr.)** P: Graduate status or consent of instructor. Taken at the University of Salamanca. This course reviews the fundamental issues of Spanish grammar from the perspective of teaching the language to non-native speakers and analyzes concepts and methods for learning and teaching vocabulary. Teaching strategies will be discussed and classroom materials will be provided. *REQUIRED abroad course

**S523 Spanish Literature, Art, and Culture for Teachers I (3 cr.)** Graduate status or consent of instructor. Taken at the University of Salamanca. This course offers an analysis of cultural themes of daily life in contemporary Spain and an overview of the historical trajectory of the nation. It also provides a complete panorama of the social, political and economic characteristics of contemporary, democratic Spain. *REQUIRED abroad course

**S524 Spanish Grammar and Linguistics for Teachers II (3 cr.)** Graduate status or consent of instructor. Taken at the University of Salamanca. This course reviews the fundamental issues of Spanish grammar from the perspective of teaching the language to non-native speakers and analyzes concepts and methods for learning and teaching vocabulary. Teaching strategies will be discussed and classroom materials will be provided. *REQUIRED abroad course

**S525 Spanish Literature, Art, and Culture for Teachers II (3 cr.)** Graduate status or consent of instructor. Taken at the University of Salamanca. This course offers an analysis of cultural themes of daily life in contemporary Spain and an overview of the historical trajectory of the nation. It also provides a complete panorama of the social, political and economic characteristics of contemporary, democratic Spain. *REQUIRED abroad course

**S528 Translation Practice and Evaluation (3 cr.)** A graduate course in the problems and techniques of Spanish/English and English/Spanish translation. Includes the practical aspects of translation from various texts (literary, technical, scientific, commercial, social) and evaluation of professional translations. Translation theory will be studied.

**S650 Topics in the Teaching of Spanish (3 cr.)** P: S517 and S519, or consent of instructor. Seminar in selected topics related to the teaching of Spanish, such as assessment, teaching materials development, the teaching of specific linguistic skills. May be repeated for credit when topic varies.

**S680 Topics in Contemporary Spanish American Literature (3 cr.)** P: Graduate status or consent of instructor. Variable topics course which may include poetry, drama, short story, novel and essay.

**S686 M.A.T. Thesis (2-6 cr.)** P: Authorization of Graduate Director. Students identify a research theme and develop it under the guidance of a director. The topic will be related to the teaching of Spanish language or to the teaching of an aspect of Hispanic literature or culture. Repeatable for credit up to 6 hours.

**NOTE:** With the exception of S493, S494 and S498, which carry undergraduate credit only, all other 400 level courses may be used for graduate credit with the approval of the Graduate Studies Committee.