

# LANGUAGES AND LINGUISTICS

## Undergraduate Program Information

Programs of study in the Department of Languages and Linguistics prepare students for a diverse number of professions and provide them with critical skills that compliment many careers in an increasingly interdependent and global marketplace. Students also increase their awareness of the important role language plays in human interaction on individual and global levels.

Major curriculum plans in each language include balanced groups of courses in language, linguistics, literature and culture. Students may choose to major, double major or minor in French, German or Spanish.

For the undergraduate program in Spanish, students may earn credit by receiving the following scores on the AP exams: More specifically, for the AP Spanish Language and Culture Exam, with a score of 3, students receive 3 credits for either SPAN 316 or 318. With scores of 4 or 5, students receive 6 credits (SPAN 316 or 318) and SPAN 325. For the AP Spanish Literature and Culture Exam, with a score of 3, students receive 3 credits (SPAN 380) and for scores of 4 or 5, they receive 6 credits (SPAN 380 and SPAN 305).

### Graduate Program Information

The Department of Languages and Linguistics offers a Master of Arts in Spanish, which may be completed through our program on the main campus or completely online. Students are asked to indicate an area of interest in either linguistics or literature. The degree requires a total of 36 credit hours. It is recommended that students focus at least 27 credit hours of that total in their selected area of interest. Main campus students may select either a thesis or a non-thesis option. Students selecting to follow the thesis option, may count up to 6 credit hours towards their degree total. Online students are limited to the non-thesis option only at this time.

### Admission Requirements

Admission requirements include a BA in Spanish. An undergraduate Grade Point Average (GPA) of 3.0 or above, which includes at least 12 semester hours of upper-division undergraduate courses in Spanish with a GPA of at least 3.0. Students must also satisfy general requirements of the Graduate School and submit the proper electronic online application and transcripts at the Graduate School website. Students must also complete a secondary admission packet (also submitted online through the Graduate School electronic application portal), which should include:

- A current resume (C.V.) in Spanish
- Three (3) letters of recommendation from qualified professionals (written within the last six months), preferably from past professors, that address the applicant's academic record.
- A writing sample in Spanish (critical or creative writing texts). If you do not have a six-page paper, you may submit multiple shorter works totaling six pages.
- A Language Evaluation Form (available for download at the departmental website) completed and signed by a qualified language evaluator. If you have an official ACTFL OPI rating certificate, this may be submitted in lieu of the Language Evaluation Form.
- An introductory letter in Spanish to include:
  - A brief biography of one or two paragraphs along with your goals and objectives for obtaining a Master's degree in Spanish
  - A statement of interest in either the residential (on-campus) program or the online program
  - A statement of your prospective area of interest (Linguistics or Literature), and
  - Your declaration of interest in being considered for a Graduate Teaching Assistantship (this option is only available for the residential [on-campus] program).

Only completed applications will be reviewed. Again, all materials should be submitted via the Graduate School electronic application portal. No materials should be sent directly to the department. Applying to the program does not guarantee admission to the program. It is the applicant's responsibility to ensure that all materials have been submitted correctly.

Application deadlines: September 15 for admission for the following Spring semester (which begins in January), and January 15 for admission for the following Fall semester (which begins in August). Students will be advised upon their formal acceptance into the program.

## Degrees for the Department

### Bachelor Degree(s) & Supplemental Major(s)

- Chicano Studies - Supplemental Major (<https://catalogs.nmsu.edu/nmsu/arts-sciences/languages-linguistics/chicano-studies-supplementary-major/>)
- Foreign Languages (French) - Bachelor of Arts (<https://catalogs.nmsu.edu/nmsu/arts-sciences/languages-linguistics/foreign-languages-french-bachelor-arts/>)
- Foreign Languages (German) - Bachelor of Arts (<https://catalogs.nmsu.edu/nmsu/arts-sciences/languages-linguistics/foreign-languages-german-bachelor-arts/>)
- Foreign Languages (Spanish) - Bachelor of Arts (<https://catalogs.nmsu.edu/nmsu/arts-sciences/languages-linguistics/foreign-languages-spanish-bachelor-arts/>)
- Latin American Studies - Supplemental Major (<https://catalogs.nmsu.edu/nmsu/arts-sciences/languages-linguistics/latin-american-studies-supplementary-major/>)
- Linguistics - Bachelor of Arts (<https://catalogs.nmsu.edu/nmsu/arts-sciences/languages-linguistics/linguistics-ba/>)
- Linguistics - Supplemental Major (<https://catalogs.nmsu.edu/nmsu/arts-sciences/languages-linguistics/linguistics-supplementary-major/>)

### Master Degree(s)

- Spanish - Master of Arts (<https://catalogs.nmsu.edu/nmsu/graduate-school/spanish-master-arts/>)
- Spanish - Master of Arts (Online) (<https://catalogs.nmsu.edu/global/nmsu-global/spanish-ma-online/>)

## Minors for the Department

- East Asian Studies - Undergraduate Minor (<https://catalogs.nmsu.edu/nmsu/arts-sciences/languages-linguistics/east-asian-studies-undergraduate-minor/>)
- French - Undergraduate Minor (<https://catalogs.nmsu.edu/nmsu/arts-sciences/languages-linguistics/french-undergraduate-minor/>)

- German - Undergraduate Minor (<https://catalogs.nmsu.edu/nmsu/arts-sciences/languages-linguistics/german-undergraduate-minor/>)
- International Studies - Undergraduate Minor (<https://catalogs.nmsu.edu/nmsu/arts-sciences/languages-linguistics/international-studies-ug-minor/>)
- Linguistics - Undergraduate Minor (<https://catalogs.nmsu.edu/nmsu/arts-sciences/languages-linguistics/linguistics-undergraduate-minor/>)
- Spanish - Undergraduate Minor (<https://catalogs.nmsu.edu/nmsu/arts-sciences/languages-linguistics/spanish-undergraduate-minor/>)

## Graduate Certificates

- Teaching Spanish for Heritage Language Learners - Graduate Certificate (<https://catalogs.nmsu.edu/nmsu/graduate-school/teaching-spanish-heritage-language-learners-graduate-certificate/>)
- Teaching Spanish for Heritage Language Learners - Graduate Certificate (Online) (<https://catalogs.nmsu.edu/global/nmsu-global/teaching-spanish-heritage-language-learners-gr-certificate-online/>)

**Professor, Glenn W. Fetzer, Department Head**

**Professors** Herrera, MacGregor-Mendoza, Waltermire **Associate Professors** Bove, Moreno **Assistant Professors** Figueroa Obregon, Iglesias Pascual **College Professors** Longwell; Pedersen **College Associate Professor** Zollner

*K. Bove, Ph.D. (Georgia); G. Fetzer, Department Head Ph.D. (CUNY); R. Figueroa Obregon, Ph.D. (Oklahoma); S. Herrera, Ph.D. (New Mexico); I. Iglesias Pascual, Ph.D. (Ohio); J. Longwell, Graduate Director, Ph.D. (New Mexico State University); P. MacGregor-Mendoza, Ph.D. (Illinois- Urbana-Champaign); G. Moreno, Ph.D. (Arizona); M. Waltermire, Ph.D. (New Mexico);*

## Chinese Courses

### CHIN 311. Advanced Chinese Language I

#### 3 Credits (3)

This course emphasizes the development of advanced oral, aural, reading and writing skills in Mandarin Chinese. Expanding of vocabulary and development of reading comprehension will be through different genres of authentic texts. Students will be trained to write short essays on a variety of topics.

### CHIN 312. Advanced Chinese Language II

#### 3 Credits (3)

This course emphasizes the development of advanced oral, aural, reading and writing skills in Mandarin Chinese. Expanding of vocabulary and development of reading comprehension will be through different genres of authentic texts. Students will be trained to write short essays on a variety of topics.

**Prerequisite(s):** Grade of C or better in CHIN 311.

## French Courses

### FREN 1110. French I

#### 4 Credits (4)

Intended for students with no previous exposure to French, this course develops basic listening, speaking, reading, and writing skills aiming toward the ACTFL novice-high level. This is an introductory course designed to teach the student to communicate in French in everyday situations and to develop an understanding of French and Francophone cultures through the identification of cultural products and practices, of cultural perspectives, and the ability to function at a survival level in an authentic cultural content. This course will also develop the student's sense of personal and social responsibility through the identification of social issues.

### Learning Outcomes

1. Students can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.
2. Students can usually handle short social interactions in everyday situations by asking and answering simple questions
3. Students can write short messages and notes on familiar topics related to everyday life.
4. Students can often understand words, phrases, and simple sentences related to everyday life.
5. Students can recognize pieces of information and sometimes understand the main topic of what is being said.
6. Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
7. Students can sometimes understand the main idea of what they have read.
8. Students can identify beliefs, behaviors and cultural artifacts of the French-speaking world.
9. In English, students will engage with social issues confronting the French-speaking world to develop their sense of personal and social responsibility.

### FREN 1120. French II

#### 4 Credits (4)

A continuation of French I, students will develop a broader foundation in skills gained during the first semester, including understanding, speaking, reading and writing French aiming toward the ACTFL intermediate-low level. This course is designed to increase student fluency in French as applied to everyday situations. Students will also learn to recognize and understand various French and Francophone products, practices, and perspectives, identifying common cultural patterns, describing basic cultural viewpoints, and further developing their sense of personal and social responsibility through the investigation of cultural issues. May be repeated up to 4 credits.

### Learning Outcomes

1. Students can participate in conversations on a number of familiar topics using simple sentences.
2. Students can handle short social interactions in everyday situations by asking and answering simple questions.
3. Students can write briefly about most familiar topics and present information using a series of simple sentences.
4. Students can understand the main idea in short, simple messages and presentations on familiar topics.
5. Students can understand the main idea of simple conversations that they overhear.
6. Students can understand the main idea of short and simple texts when the topic is familiar.
7. Students can describe and make comparisons between decisions about beliefs, behaviors and cultural artifacts of the French-speaking world.
8. Students will engage with social issues confronting the French-speaking world to continue to develop their sense of personal and social responsibility

### FREN 2110. French III

#### 3 Credits (3)

In this third semester course, students will continue to develop a broader foundation in skills gained during the first year, including understanding, speaking, reading and writing French aiming toward

the ACTFL intermediate-mid level. This course is designed to teach the student to communicate in a more sustained way in areas of personal interest and in everyday situations. Students will engage in and analyze various French and Francophone products, practices, and perspectives, as well as continue to develop their sense of personal and social responsibility through comparison and contrast of cultural perspectives. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Students can participate in conversations on familiar topics using sentences and series of sentences.
2. Students can engage in short social interactions in everyday situations by asking and answering a variety of questions. Students can usually say what they want to say about themselves and their everyday life.
3. Students can write on a wide variety of familiar topics using connected sentences.
4. Students can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
5. Students can understand the main idea of conversations that they overhear.
6. Students can understand the main idea of texts related to everyday life and personal interests or studies.
7. Students can analyze beliefs, behaviors and cultural artifacts of the French-speaking world, and discuss the nature and value of French and Francophone products, practices, and perspectives.
8. Students will engage with social issues confronting the French-speaking world to continue to develop their sense of personal and social responsibility

#### **FREN 2120G. French IV**

##### **3 Credits (3)**

In this fourth semester course, students will continue to broaden and refine skills gained during previous semesters, including understanding, speaking, reading and writing French aiming at the ACTFL intermediate-high level. This course is designed to teach the student to communicate in a more sustained way in situations that go beyond the everyday. Students will evaluate various French and Francophone products, practices, and create ways to demonstrate their sense of personal and social responsibility through participation in cultural interaction. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Students can participate with ease and confidence in conversations on familiar topics. They can usually describe people, places, and things. They can usually talk about events and experiences in various time frames.
2. Students can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.
3. Students can write about topics related to school, work, and community in a generally organized way. They can write some simple paragraphs about events and experiences in various time frames.
4. Students can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
5. Students can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. The student can sometimes follow what they hear about events and experiences in various time frames.
6. Students can understand the main idea of texts with topics related to everyday life, personal interests, and studies, as well as sometimes

follow stories and descriptions about events and experiences in various time frames.

7. Students can analyze beliefs, behaviors and cultural artifacts of the French-speaking world, and recognize and discuss the representations and controversies of French and Francophone products, practices, and perspectives.
8. Students demonstrate the essential skills of Critical Thinking, Personal and Social Responsibility, and Information and Digital Literacy, as per the New Mexico General Education Curriculum

#### **FREN 2135G. Frontiers and Border Crossings in the French-Speaking World**

##### **3 Credits (3)**

An exploration of frontiers and borders in the French-speaking world: geographical, linguistic, cultural, and symbolic

#### **Learning Outcomes**

1. Articulate the diversity of boundaries (geographical, literal, gender, cultural, symbolic) and the role they play in negotiating cultural identities in the Francophone world.
2. Critically analyze and communicate orally and in writing the nuances of frontiers, border crossings, and their expressions in the course texts.
3. Describe, through the study of French and Francophone borders and frontiers, how cultural contexts and human practices influence individuals and societies.
4. Apply the knowledge and skills gained through the study of boundaries in the francophone world to analogous settings and to students' personal academic goals.
5. Demonstrate information literacy and technological skills in researching and presenting themes related to the readings and to the films screened
6. Reflect on the effects of geographical, social, linguistic, and symbolic boundaries and crossings as expressed in the course content on individuals.

#### **FREN 306. Topics in French Culture and Civilization**

##### **1-3 Credits (1-3)**

Selected topics focusing on French culture and civilization. This course is linked to FLIP (Faculty-Led International Programs) when applicable. May be repeated up to 4 credits.

#### **Learning Outcomes**

1. Recognize the arrondissements of Paris and describe their identifying characteristics.
2. Navigate through Paris effectively and knowingly.
3. Communicate effectively with native speakers of the language.
4. Exemplify qualities of a good guest in a francophone culture.
5. Talk knowledgeably about a topic related to Paris and Parisians.

#### **FREN 315. French Grammar**

##### **3 Credits (3)**

A thorough review of French grammar through the study of grammatical elements and the use of grammatical exercises. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. By the end of the course, students should be familiar with a review of grammar for all tenses, pronouns, adverbs, adjectives.
2. Students should attain the intermediate high level in all areas (Listening, Speaking, Reading, Writing, Attitudinal / Cultural) on the American Council on the Teaching of Foreign Languages (ACTFL) scale.

3. By the end of the course, students should be familiar with spoken speech at paragraph level.
4. By the end of the course, students should be familiar with writing a narrative in the past and future tenses.

### **FREN 316. Writing for Expression and Communication**

#### **3 Credits (3)**

Examination of writing in French for various purposes and development of interpersonal, presentational, and interpretative skills of written communication. May be repeated up to 6 credits.

**Prerequisite:** FREN 2120G or permission of the instructor.

#### **Learning Outcomes**

1. To assimilate strategies to develop the discipline of writing.
2. To develop critical thinking to self-correct and to refine one's skills.
3. To develop familiarity with tools (dictionaries, style manuals, grammars) needed to improve one's writing.
4. To develop awareness of grammatical and syntactical accuracy.
5. To develop confidence in one's writing so to acquire professional skills.

### **FREN 325. Intermediate Conversation**

#### **3 Credits (3)**

French conversation through intensive oral practice with emphasis on vocabulary acquisition and pronunciation. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. To enhance active vocabulary acquisition.
2. To provide opportunities for the learner's speech to progress from short utterances to more connected, sustained speech.
3. To address pronunciation issues.
4. To enhance presentation skills.
5. To improve auditory proficiency.
6. Based on the scale established by the American Council on the Teaching of Foreign Languages (ACTFL), the performance goals for the course are: (A) Listening Intermediate High, (B) Speaking Intermediate High, (C) Reading Advanced Low, (D) Writing Intermediate High.

### **FREN 330. Business French**

#### **3 Credits (3)**

An introduction to standard language within the corporate world in French-speaking countries. Students practice reading, writing, listening, speaking and expanding their vocabulary in professional fields related to business.

#### **Learning Outcomes**

1. Use business and legal vocabulary.
2. Demonstrate basic competency in French corporate etiquette.
3. Interact in a culturally appropriate manner in common business situations, including meetings, sales calls, business letters, and e-mails.
4. Demonstrate familiarity in using French in business-related situations.

### **FREN 352. French Phonetics**

#### **3 Credits (3)**

Systematic description of modern French pronunciation. Corrective exercises for foreign learners. Formal study of spelling/pronunciation relationships. May be repeated up to 6 credits.

### **Learning Outcomes**

1. By the end of the semester, students will have acquired a systematic, comprehensive review and enhancement of French pronunciation, and an elevated aural comprehension. Non-native speakers of French will be able to participate more easily in verbal communication; and the intermediate high level in all areas (Listening, Speaking, Reading, Writing, Attitudinal / Cultural) on the American Council on the Teaching of Foreign Languages (ACTFL) scale.
2. Students will be able to pronounce words, using the International Phonetic alphabet.
3. Students will be able to read short texts and be understood by non-sympathetic speakers of French.
4. Students will sharpen their aural skills in language recognition.

### **FREN 362. Contemporary French Culture**

#### **3 Credits (3)**

Institutions, lifestyles and popular attitudes in modern France.

**Prerequisite:** FREN 2120 or consent of instructor.

### **FREN 365V. Perspectives in French Culture**

#### **3 Credits (3)**

Examines components of French culture through literature, films and other sources. Taught in English. Does not satisfy Arts and Sciences second language requirement. Does not satisfy French major or minor requirements.

### **FREN 378. Studies in Francophone Cultures**

#### **3 Credits (3)**

Studies of representative Francophone cultures through their history, literature, music and films.

**Prerequisite:** FREN 2120 or consent of instructor.

### **FREN 380. Readings in French Literature**

#### **3 Credits (3)**

Selected readings in the literature of France, from the Middle Ages to the twentieth century. May be repeated up to 6 credits.

#### **Learning Outcomes**

1. To introduce students to readings from a variety of genres, from the Middle Ages to the twentieth century.
2. To teach students to make the transition from intermediate language courses to upper-level literature courses, not only by historical overview, but by offering reading strategies, including pre-reading and post-reading exercises.
3. To afford students plenty of opportunity to improve reading skills.
4. To enhance speaking and listening skills necessary for more in-depth study of literature.
5. To increase general literary, culture and attitudinal expertise for those intending to major/minor in French.

### **FREN 381. Survey of French Literature I**

#### **3 Credits (3)**

Literary movements, authors and selected texts of the Middle Ages through the eighteenth century.

**Prerequisite:** FREN 2120 or consent of instructor.

### **FREN 382. Survey of French Literature II**

#### **3 Credits (3)**

Literary movements, authors and selected texts of the nineteenth and twentieth centuries.

**Prerequisite:** FREN 2120 or consent of instructor.

### **FREN 386. Contemporary Women Writers in French**

#### **3 Credits (3)**



Exploration of literary texts by contemporary women writers in France and the Francophone world; emphasizes the cultural contexts that have defined women's relationship to writing. Selections will vary from year to year.

**Prerequisite:** FREN 2120 or consent of instructor.

#### **FREN 410. Paris: History and Cultures**

##### **3 Credits (3)**

An in-depth look at history and culture of Paris from its origins to the present.

**Prerequisite(s):** FREN 212 or consent of instructor.

#### **FREN 425. Advanced French Conversation**

##### **3 Credits (3)**

Mastery of spoken French language through discussion of personal readings and group work to develop vocabulary, syntactical and conversational skills. The class is conducted entirely in French.

**Prerequisite(s):** FREN 325 or consent of instructor.

#### **FREN 449. French for Specific Purposes**

##### **3 Credits (3)**

Directed reading for students to satisfy language requirement for master's or doctoral programs. May be repeated up to 6 credits.

#### **FREN 451. Special Topics in French**

##### **1-3 Credits**

Selected topics relating to the cultures or literatures of the countries where French is spoken will be announced in the Schedule of Classes. May be repeated for a maximum of 12 credits.

**Prerequisite:** consent of instructor.

#### **FREN 453. Independent Studies in French**

##### **1-3 Credits**

Individualized, self-paced projects for advanced students. May be repeated for a maximum of 6 credits.

**Prerequisite:** consent of instructor.

#### **FREN 478. Studies in Francophone Cultures Around the World**

##### **3 Credits (3)**

Advanced studies of representative Francophone cultures through their history, literature, music and films.

**Prerequisite:** FREN 2120 or consent of instructor.

#### **FREN 486. Advanced Contemporary Women Writers in French**

##### **3 Credits (3)**

Advanced study of literary texts by contemporary women writers in France and the Francophone world; emphasizes the cultural contexts that have defined women's relationship to writing. Selections will vary from year to year.

**Prerequisite:** FREN 2120 or consent of instructor.

#### **FREN 649. Readings in Transborder and Global Human Dynamics**

##### **3 Credits (3)**

Individualized study of selected readings and topics in French and francophone transborder and global human dynamics. Admission to the PhD program in Transborder and Global Human Dynamics required for enrollment. May be repeated up to 9 credits.

##### **Learning Outcomes**

1. Identification of a topic for further study, involving French or francophone-related transborder issues.
2. Compilation of a biography to comprise the readings.
3. Demonstration of knowledge of contexts and issues raised by the readings.
4. Articulation of pertinence of readings to course of study.

## **German Courses**

### **GRMN 1110. German I**

#### **4 Credits (4)**

Intended for students with no previous exposure to German, this course develops basic listening, speaking, reading, and writing skills aiming toward the ACTFL novice-mid level. This is an introductory course designed to teach the student to communicate in German in everyday situations and to develop an understanding of German cultures through the identification of cultural products and practices, of cultural perspectives, and the ability to function at a survival level in an authentic cultural content. This course will also develop the student's sense of personal and social responsibility through the identification of social issues.

##### **Learning Outcomes**

1. Students can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.
2. Students can write lists and memorized phrases on familiar topics.
3. Students can recognize some familiar words and phrases when they hear them spoken.
4. Students can recognize some letters or characters.
5. Students can understand some learned or memorized words and phrases when they read.
6. Students can identify beliefs, behaviors and cultural artifacts of the German-speaking world.
7. In English, students will engage with social issues confronting the German-speaking world to develop their sense of personal and social responsibility

### **GRMN 1120. German II**

#### **4 Credits (4)**

A continuation of German I, students will develop a broader foundation in skills gained during the first semester, including understanding, speaking, reading and writing German aiming toward the ACTFL novice-high level. This course is designed to increase student fluency in German as applied to everyday situations. Students will also learn to recognize and understand various German products, practices, and perspectives, identifying common cultural patterns, describing basic cultural viewpoints, and further developing their sense of personal and social responsibility through the investigation of cultural issues.

**Prerequisite(s):** C or better in GRMN 1110.

##### **Learning Outcomes**

1. Students can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.
2. Students can usually handle short social interactions in everyday situations by asking and answering simple questions.
3. Students can write short messages and notes on familiar topics related to everyday life.
4. Students can often understand words, phrases, and simple sentences related to everyday life.
5. Students can recognize pieces of information and sometimes understand the main topic of what is being said.
6. Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
7. Students can sometimes understand the main idea of what they have read.
8. Students can describe and make comparisons between decisions about beliefs, behaviors and cultural artifacts of the German-speaking world.

- Students will engage with social issues confronting the German-speaking world to continue to develop their sense of personal and social responsibility.

### **GRMN 2110. German III**

#### **3 Credits (3)**

In this third semester course, students will continue to develop a broader foundation in skills gained during the first two semesters, including understanding, speaking, reading and writing German aiming toward the ACTFL intermediate-low level. This course is designed to teach the student to communicate in a more sustained way in areas of personal interest and in everyday situations. Students will engage in and analyze various German products, practices, and perspectives, as well as continue to develop their sense of personal and social responsibility through comparison and contrast of cultural perspectives.

**Prerequisite(s):** C or better in GRMN 1120.

#### **Learning Outcomes**

- Students can participate in conversations on a number of familiar topics using simple sentences.
- Students can handle short social interactions in everyday situations by asking and answering simple questions.
- Students can write briefly about most familiar topics and present information using a series of simple sentences.
- Students can understand the main idea in short, simple messages and presentations on familiar topics.
- Students can understand the main idea of simple conversations that they overhear.
- Students can understand the main idea of short and simple texts when the topic is familiar.
- Students can analyze beliefs, behaviors and cultural artifacts of the German-speaking world, and discuss the nature and value of German products, practices, and perspectives.
- Students will engage with social issues confronting the German-speaking world to continue to develop their sense of personal and social responsibility.

### **GRMN 2120. German IV**

#### **3 Credits (3)**

In this fourth semester course, students will continue to broaden and refine skills gained during previous semesters, including understanding, speaking, reading and writing German aiming at the ACTFL intermediate-mid level. This course is designed to teach the student to communicate in a more sustained way in situations that go beyond the everyday. Students will evaluate various German products, practices, and create ways to demonstrate their sense of personal and social responsibility through participation in cultural interaction.

**Prerequisite(s):** C or better in GRMN 2110.

#### **Learning Outcomes**

- Students can participate in conversations on familiar topics using sentences and series of sentences.
- Students can engage in short social interactions in everyday situations by asking and answering a variety of questions. Students can usually say what they want to say about themselves and their everyday life.
- Students can write on a wide variety of familiar topics using connected sentences.
- Students can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.

- Students can understand the main idea of conversations that they overhear.
- Students can understand the main idea of texts related to everyday life and personal interests or studies.
- Students can analyze beliefs, behaviors and cultural artifacts of the German-speaking world, and recognize and discuss the representations and controversies of German products, practices, and perspectives.
- Students will engage with social issues confronting the German-speaking world to create ways to demonstrate their sense of personal and social responsibility.

### **GRMN 305. Topics in German Culture**

#### **3 Credits (3)**

Group study of selected topics focusing on German culture and civilization. This course is linked to FLiP courses (Faculty-Led international Programs) when applicable. Topics identified by subtitle in the Schedule of Classes. GRMN 2120 or equivalent is recommended. May be repeated for up to 6 credits with different topics.

#### **Learning Outcomes**

- (Language) Students will show more confidence in their German speaking, listening and writing abilities.
- (Culture): Students will demonstrate knowledge of the culture of German institutions, of Berlin (through reflection and discussion sessions) after visits to historical, architectural and cultural sites as well as direct interaction with the locals.
- (Culture): Students will demonstrate competence at navigating a culture different from their own.
- (Culture): Students will demonstrate (through reflection and discussion sessions) a greater appreciation for the diversity of German identity.

### **GRMN 313. Intermediate Composition and Grammar**

#### **3 Credits (3)**

A review of the rules of German grammar. Development of written German skills. GRMN 2120 or equivalent is recommended. May be repeated up to 3 credits.

#### **Learning Outcomes**

- Students will show their improvement in writing skills in German through the application of accurate grammar rules practiced in the course.
- Students will show their improvement in vocabulary usage in German by using more varied and appropriate vocabulary in their writing.
- Students will show their improvement in writing organization.

### **GRMN 326V. Transnational German Film**

#### **3 Credits (3)**

The film industry has kept abreast of globality, glocality, cultural, and linguistic diversity. In this course we will cover examples of German film from its impressionist beginnings to the current globally influenced, and technologically advancing style and will look at palpable transnational aspects, including Turkish-German cinema and refugees on- and off-screen. We will focus on how the turn towards a transnational understanding of film provides a space for a more globally connected and inclusive cinema and world

#### **Learning Outcomes**

- Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
- Students examine relevant primary source materials as understood by the humanities area under study and interpret the material in

writing assignments (or alternatives that require equally coherent and sustained analysis).

3. Students examine the messages embedded in images and relate them to their own culture(s).
4. Students will be conversant in film techniques, film genres, film history, politics, and culture of the time in which the film was made.
5. Students will practice and express aesthetic judgement in the form of analysis and assessment of film as an art form, both through discussion and through writing.
6. Students will be expected to identify and interpret key themes and topics related to Transnational 'German' Cinema.

### **GRMN 340. Introduction to Translation**

#### **3 Credits (3)**

General aspects of Translation from German to English and English to German. GRMN 2120 or equivalent is recommended. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Demonstrate understanding of the concept of translation by reading translation theory.
2. Demonstrate an enhanced knowledge of German as related to translation practices.
3. Demonstrate the ability to use specialized vocabulary and concepts in various professional areas.
4. Demonstrate knowledge of the translator's place as a professional.
5. Develop and enhance their linguistic competence and cultural awareness.

### **GRMN 341. German Folklore and Culture**

#### **3 Credits (3)**

Customs, traditions, mythology, folk literature and art. Special focus on Grimms' fairy tales. GRMN 2120 or equivalent is recommended. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Demonstrate improvement in reading skills in German by one ACTFL level by augmenting vocabulary, grammatical accuracy, and reading comprehension skills.
2. Describe the 5 basic motifs in folktales (FT) and where they supposedly come from.
3. List and define the 9 types of FT (Teverson) according to their functions.
4. Discuss the impact of the enlightenment in the structure of FT, Evaluate the influence of the industrial revolution and the development of a bourgeois society in FT.
5. Critique the position of the present-day, pop-cult media in its recently created versions of FT.

### **GRMN 350. Introduction to German Literature**

#### **3 Credits (3)**

Basic literary genres and major figures in German language literature from its beginnings to the 19th century. GRMN 2120 or equivalent is recommended. To be followed by GRMN 471 - Studies in German Literature. May be repeated up to 3 credits. Consent of Instructor required.

#### **Learning Outcomes**

1. Demonstrate an improvement on reading skills in German by one ACTFL level by augmenting active vocabulary, grammatical accuracy and reading comprehension skills.
2. Describe the authors, styles and basic discourses of 3 periods of German-language literature (old and middle high German from early

the medieval literature, the protestant reformation; High German and literature academies: the fifteenth to seventeenth Centuries; and the Eighteenth Century.

### **GRMN 399. Intermediate Independent Study in German**

#### **1-3 Credits (1-3)**

Tutorial in reading, writing and oral expression for intermediate-level students of German. Topics identified in the Schedule of Classes.

GRMN 2120 or equivalent is recommended. May be repeated for up to 6 credits with different topics. May be repeated up to 6 credits. Consent of Instructor required.

#### **Learning Outcomes**

1. Objectives for independent study courses will depend on the study/research interests of the student; they will always vary.

### **GRMN 410. Practicum in Conversational German**

#### **1-3 Credits**

Intensive oral communication practice for students with a strong German language foundation. May be repeated up to 6 credits.

**Prerequisite(s):** GRMN 325 or consent of instructor.

#### **Learning Outcomes**

1. Objectives for independent study courses will depend on the study/research interests of the student; they will always vary.

### **GRMN 413. Advanced Composition and Grammar**

#### **3 Credits (3)**

Exercises in written German with emphasis on stylistic features.

**Prerequisite:** GRMN 313 or consent of instructor.

### **GRMN 451. Special Topics in German**

#### **1-3 Credits**

Selected topics to be identified by subtitle in the Schedule of Classes.

May be repeated for up to 6 credits with different topic. May be repeated up to 12 credits.

#### **Learning Outcomes**

1. Objectives for independent study courses will depend on the study/research interests of the student; they will always vary.

### **GRMN 453. Independent Studies in German**

#### **1-3 Credits (1-3)**

Individualized, self-paced research projects for advanced-level students of German. Topics identified by subtitle in the Schedule of Classes.

GRMN 2120 or equivalent is recommended. May be repeated up to 12 credits.

#### **Learning Outcomes**

1. Objectives for independent study courses will depend on the study/research interests of the student; they will always vary.

## **Language Courses**

### **LANG 111. Beginning Language I**

#### **4 Credits (4)**

Developing language skills through study abroad for languages not offered at NMSU main campus. Specific languages to be identified with course subtitles. Main campus only.

**Prerequisite:** Language placement exam or consent of the instructor.

### **LANG 451. Special Topics**

#### **1-3 Credits**

Selected topics relating to cultures or literatures of a specific country. Credit can be applied only towards fulfilling second language requirement. Credit is not accepted towards any graduate level major or minor. May be repeated for a maximum of 12 credits. Consent of instructor required.

**LANG 453. Independent Studies****1-3 Credits**

Individualized, self-paced projects for advanced students. May be repeated under different subtitles for a maximum of 6 credits.

**Prerequisite:** consent of instructor.

**Linguistics Courses****LING 2110G. Introduction to the Study of Language and Linguistics**  
**3 Credits (3)**

This course presents an introduction to the study of language through the basic aspects of linguistic analysis: the sound system (phonetics and phonology), the structure of words and sentences (morphology and syntax), and the ways in which language is used to convey meaning (semantics and pragmatics). In addition, the course will investigate how language is acquired and stored in the brain, and how differences in speech styles and dialects reflect different social and cultural backgrounds of individual speakers.

**Learning Outcomes**

1. Understand the basic concepts and terminology associated with phonetics, phonology, morphology, syntax, semantics, and pragmatics.
2. Comprehend how language evolves over history and over an individual's lifespan.
3. Describe some common, but mistaken, beliefs about language and to distinguish between descriptive and prescriptive approaches to language.
4. Describe the social, psychological, geographic and historical influences that lead to language dominance or language endangerment.
5. Be aware of the relations among various languages in the world, between dialects and slang, and between human and non-human languages.
6. Apply methods of linguistic analysis as introduced in the course.
7. Critically engage with the works of linguistic researchers.
8. Stimulate curiosity about language and what it reveals about the human mind.

**LING 302V. Language and Society****3 Credits (3)**

Study of how social identity including such factors as ethnicity, age, sex, education, power and socio-economic class is expressed in language systems and how misunderstandings arise between groups. Research skills are emphasized.

**LING 303. Exploring Language Systems****3 Credits (3)**

Forms of linguistic semantic, syntactic and phonological organization.

**Prerequisite(s):** LING 2110G.

**LING 405. Topics in Linguistics****3 Credits (3)**

Selected linguistics topics subtitled in the Schedule of Classes. May be repeated for a maximum of 6 credits under different subtitles.

**Prerequisite:** consent of instructor.

**LING 425. Language and the Mind: Introduction to Psycholinguistics****3 Credits (3)**

This course is an introduction to psycholinguistics; the study of how humans learn, represent, comprehend and produce language. Throughout this course, we address a variety of questions on the psychology of language most of which are still being answered. These include: What does it mean to know a language? What are the cognitive processes

involved in language use? How do we produce and recognize speech? How can we improve texts and make them easier to read? How can we control speech in special situations to avoid errors?

**Prerequisite(s):** LING 2110G or consent of instructor.

**LING 451. Independent Studies in Linguistics****1-3 Credits**

Individual or group study of selected topics to be identified by subtitle.

May be repeated for a maximum of 6 credits.

**Prerequisites:** LING 2110G and prior arrangement with faculty supervisor.

**LING 455. Research in Linguistics****3 Credits (3)**

This course will provide a capstone experience for students who have progressed through the program in linguistics and provide the foundation for further study at the post-graduate level in a linguistics-related field. Students will apply their foundation of knowledge and skills in linguistics through the realization of an individualized, inquiry-based project.

Consent of instructor may enroll student only in case of elective credit shortfall with concurrent enrollment.

**Prerequisite(s):** LING 2110G, LING 301, LING 302V, LING 303, plus 9 credit hours of related electives.

**LING 500. Introduction to Linguistics****3 Credits (3)**

Survey of the main branches of linguistics: phonology, morphology, syntax, semantics, language acquisition, sociolinguistics, historical linguistics and some of the theoretical issues in the field.

**LING 502. Graduate Study in Sociolinguistics****3 Credits (3)**

Study of how social identity including factors such as ethnicity, age, gender education and socio-economic class is expressed in language systems.

**Prerequisites:** LING 2110G or LING 500 recommended.

**LING 503. Exploring Language Systems- Grad****3 Credits (3)**

Students will be responsible for all requirements of LING 303 and will undertake independent, directed research.

**Prerequisite(s):** LING 2110G or LING 500.

**LING 505. Selected Topics****3 Credits (3)**

Studies, varying from year to year, in linguistics.

**Portuguese Courses****PORT 1110. Portuguese I****3 Credits (3)**

Designed for students with no previous exposure to Portuguese, this course develops basic listening, speaking, reading, and writing skills. This is an introductory course aimed at teaching the student to communicate in Portuguese in everyday situations.

**Learning Outcomes**

1. Students can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.
2. Students can handle most short social interactions in everyday situations by asking and answering simple questions.
3. Students can write short messages and notes on familiar topics related to everyday life.
4. Students can often understand words, phrases, and simple sentences related to everyday life.
5. Students can recognize pieces of information and sometimes understand the main topic of what is being said.



- Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
- Students can sometimes understand the main idea of what they have read.
- Students can make connections between beliefs, behaviors and cultural artifacts of the Portuguese-speaking world, and make informed cross-cultural comparisons.

#### **PORT 1120. Portuguese II**

##### **3 Credits (3)**

A continuation of Portuguese I, students will develop a broader foundation in skills gained during the first semester, including understanding, speaking, reading and writing Portuguese. Students will also gain more in-depth knowledge of Portuguese-speaking cultures.

**Prerequisite:** C or better in PORT 1110 or consent of instructor.

##### **Learning Outcomes**

- Students can participate in conversations on a number of familiar topics using simple sentences.
- Students can handle short social interactions in everyday situations by asking and answering simple questions.
- Students can write about familiar topics and present information using a series of simple sentences.
- Students can understand the main idea in short, simple messages and presentations on familiar topics.
- Students can understand the main idea of simple conversations that they overhear.
- Students can understand the main idea of short and simple texts when the topic is familiar.
- Students can begin to narrate and describe simple events in the past.
- Students can make broader connections between beliefs, behaviors and cultural artifacts of the Portuguese-speaking world, and make informed cross-cultural comparisons.

#### **PORT 364V. Brazilian Culture Through Popular Music**

##### **3 Credits**

This course will present students with an overview of Brazilian popular music, from the late nineteenth century to the present day, concentrating on the 60s, 70s, 80s of the 20th Century. It aims to discuss topics about cultural aspects and current issues in Brazil. It is designed to give students some introductory experience in Portuguese language and emphasizes skill development and refinement in the area of critical reading and writing.

##### **Learning Outcomes**

- Be able to identify and distinguish the Brazilian musical styles including in the course.
- Informatively discuss the main historical events in Brazil from the XVI to the XXI Century.
- Be able to link the different musical styles to specific periods and events in Brazilian history.
- Evaluate Brazil's triple heritage (Indigenous, European, and African) and how it reflects on the notion of being Brazilian.
- Demonstrate insight of how globalization has influenced Brazilian music, as well as of the transnational aspects of Brazilian music.
- Be able to use the previous knowledge to discuss current notions of Brazilian identity, as well as recent developments in Brazilian music and society.
- Be able to informatively relate Brazilian culture to their own.

#### **PORT 453. Independent Luso-Brazilian Studies**

##### **1-3 Credits (1-3)**

Individualized, self-paced projects for advanced students in Luso-Brazilian studies. May be repeated up to 12 credits. Consent of Instructor required.

#### **PORT 513. Graduate Portuguese for Romance Language Students I**

##### **3 Credits (3)**

Portuguese for beginners at the graduate level. May be completed on campus or via Study Abroad. Credit can be applied towards fulfilling the second language requirement. Credit is not accepted towards any graduate level major or minor.

#### **PORT 514. Graduate Portuguese for Romance Language Students II**

##### **3 Credits (3)**

Portuguese for beginners at the graduate level. May be completed on campus or via Study Abroad. Credit can be applied towards fulfilling the second language requirement. Credit is not accepted towards any graduate level major or minor.

**Prerequisite(s):** Language placement exam or C or better in PORT 513, or consent of instructor.

## **Spanish Courses**

#### **SPAN 1110. Spanish I**

##### **4 Credits (4)**

Designed for students with little exposure to Spanish, this course develops basic listening, speaking, reading, and writing skills and basic intercultural competence in interpretive, interpersonal and presentational modes of communication at the Novice Level of proficiency based on ACTFL guidelines. During this course, students perform better and stronger in the Novice Mid level while some abilities emerge in the Novice High range. This is an introductory course aimed at helping the student to communicate in Spanish in everyday familiar situations via recognition and production of practiced or memorized words, phrases, and simple sentences.

**Prerequisite(s):** language placement and/or assessment by departmental examination.

##### **Learning Outcomes**

- Students can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.
- Students can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.
- Students can write short messages and notes on familiar topics related to everyday life.
- Students can often understand words, phrases, and simple sentences related to everyday life.
- Students can recognize pieces of information and sometimes understand the main topic of what is being said.
- Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
- Students can sometimes understand the main idea of what they have read.

#### **SPAN 1120. Spanish II**

##### **4 Credits (4)**

Designed for students with some degree of exposure to Spanish in high school and/or at home, this course continues to develop basic listening, speaking, reading, and writing skills and basic intercultural competence in interpretive, interpersonal and presentational modes of communication based at the Novice High Level of proficiency based on ACTFL guidelines, although a few abilities may emerge in the Intermediate Low Level.

Students in this course communicate in Spanish in familiar topics using a variety of words, phrases, simple sentences and questions that have been highly practiced and memorized.

**Prerequisite:** language placement and/or assessment by departmental examination or a C- or better in SPAN 1110.

#### **Learning Outcomes**

1. Students can participate in conversations on a number of familiar topics using simple sentences.
2. Students can handle short social interactions in everyday situations by asking and answering simple questions.
3. Students can present basic information on familiar topics using language they have practiced using phrases and simple sentences.
4. Students can write briefly about most familiar topics and present information using a series of simple sentences.
5. Students can understand the main idea in short, simple messages and presentations on familiar topics.
6. Students can understand the main idea of simple conversations that they overhear.
7. Students can understand the main idea of short and simple texts when the topic is familiar.

#### **SPAN 1210. Elementary Spanish for Heritage Learners I**

##### **3 Credits (3)**

This is a beginning-level Spanish course designed for students who have a cultural connection to the Spanish language. Some students have had very little exposure to the language and enter the class to develop beginning-level skills. Other students may have grown up hearing the heritage language in the community and may understand some Spanish and speak at a basic level as a result. The objective is to draw upon the connection to the heritage language as a source of motivation and engagement for our learning communities. At the same time, we build upon the language base that students may already have as a result of their heritage learner experience in order to develop new proficiencies in Spanish and reactivate the Spanish that students have learned previously. By the end of this course, students will be able to describe their home, campus surroundings and common activities including cultural traditions. At the same time, students gain cultural competency and develop a critical understanding of their linguistic and cultural background. Students who have previously earned a C or better in SPAN 1110 or SPAN 1120 may not receive credit for this course.

#### **Learning Outcomes**

1. Interpersonal Communication: Students can engage in exchanges in culturally appropriate ways using understandable pronunciation on familiar topics using contextualized words, phrases, common idiomatic expressions, and simple sentences.
2. Written expression: Students can write an essay/poem/story/creative sketch/lyric in the target language that describes a past/present/future (fictional) event to the reader.
3. Interpretive listening: Students can understand familiar questions and statements from simple sentences in conversations.
4. Interpretive reading: Students can identify the topic and some isolated facts from simple sentences in informational and fictional texts.
5. Critical cultural awareness: Students can recognize and explain some of the issues facing bilingual communities in accordance to the instructor expertise and articulation with subsequent courses.

#### **SPAN 1220. Spanish for Heritage Learners II**

##### **3 Credits (3)**

Spanish as a Heritage Language II is a second semester class designed for students who have developed some basic Spanish proficiency from previous classes and/or from community experiences. This course provides students with the opportunity to develop their proficiency in the four language skills (speaking, listening, reading, and writing). Class activities are designed to strengthen oral communication skills (speaking and listening) through a variety of group activities. By the end of the course students will be able to understand and produce narrations of past events in oral and written Spanish. In order to foster a desire to revitalize and maintain the Spanish language in the US context we attempt to raise students' critical awareness of what it means to be part of a specific speech community.

#### **Learning Outcomes**

1. Interpersonal Communication: Students can engage in basic but authentic conversations through providing and obtaining information, expressing likes and dislikes, describing their daily lives, and narrating simple events in the past.
2. Written expression: Students can write an essay/poem/story/creative sketch/lyric in the target language, and that describes a past (fictional) event to the reader.
3. Interpretive listening: can identify the main idea in short conversations.
4. Interpretive reading: Students can identify the topic and related information from simple sentences in short informational and fictional texts.
5. Critical cultural awareness: Students can recognize and explain some of the issues facing bilingual communities in accordance to the instructor expertise and articulation with previous and subsequent courses.

#### **SPAN 2110. Spanish III**

##### **3 Credits (3)**

This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication at the Intermediate Low Level of proficiency based on ACTFL guidelines. Students accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with the target culture(s). This is an intermediate course aimed at helping the student to communicate in Spanish on familiar topics about self, others and everyday life at the same time that they recognize and handle short social interactions in interactions in everyday situations by asking and answering a variety of questions.

**Prerequisite:** language placement and assessment by departmental examination or C or better in SPAN 1120.

#### **Learning Outcomes**

1. Students can participate in conversations on familiar topics using sentences and series of sentences.
2. Students can handle short social interactions in everyday situations by asking and answering a variety of questions.
3. Students can usually say what they want to say about themselves and their everyday life.
4. Students can make presentations on a wide variety of familiar topics using connected sentences
5. Students can write on a wide variety of familiar topics using connected sentences.
6. Students can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
7. Students can understand the main idea in conversations that they overhear.

8. Students can understand the main idea of texts related to everyday life and personal interests or studies.

### **SPAN 2120. Spanish IV**

#### **3 Credits (3)**

This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication at the Intermediate Low Level of proficiency based on ACTFL guidelines. Students accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with the target culture(s). This is an intermediate course aimed at helping the student to communicate in Spanish on familiar topics about self, others and everyday life at the same time that they recognize and handle short social interactions in interactions in everyday situations by asking and answering a variety of questions.

**Prerequisite:** language placement and assessment by departmental examination or C or better in SPAN 2110.

#### **Learning Outcomes**

1. Students can participate with ease and confidence in conversations on familiar topics.
2. Students can usually talk about events and experiences in various time frames.
3. Students can usually describe people, places, and things.
4. Students can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.
5. Students can make presentations in a generally organized way on school, work, and community topics, and on topics they have researched.
6. Students can make presentations on some events and experiences in various time frames.
7. Students can write on topics related to school, work, and community in a generally organized way.
8. Students can write some simple paragraphs about events and experiences in various time frames.
9. Students can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. 1
10. Students can usually understand a few details of what they overhear in conversations, even when something unexpected is expressed. 1
11. Students can sometimes follow what they hear about events and experiences in various time frames. 1
12. Students can easily understand the main idea of texts related to everyday life, personal interests, and studies. 1
13. Students can sometimes follow stories and descriptions about events and experiences in various time frames.

### **SPAN 2210. Spanish for Heritage Learners III**

#### **3 Credits (3)**

Intermediate Spanish for Heritage Speakers I is a third semester course designed for students who have been raised in a Spanish-speaking environment and speak, or understand, some Spanish as a result of hearing it in the home, and in the community by family, friends, and neighbors. Students in this course will continue to develop their ability to narrate events in the past and will be able to describe hypothetical situations. Students will also develop their ability to express wishes, desires, and necessities. This course will help the student build confidence in their Spanish abilities and expand the language use in the areas of writing, reading, oral production and listening comprehension. In order to foster a desire to revitalize and maintain the Spanish language

we attempt to raise students' critical awareness of wider issues facing Spanish speakers in the US context. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Interpersonal Communication: Students can exchange information on a wide variety of familiar topics in which the students use appropriate vocabulary to describe their daily lives and narrate events in the past with some degree of ease and confidence.
2. Written expression: Students can write an essay/poem/story/creative sketch/lyric in the target language, and that effectively conveys a series of past (fictional) events to the reader that may include recent and distant past.
3. Interpretive listening: Students can identify the main idea and key information in short straightforward conversations.
4. Interpretive reading: Students can understand the main idea and key information in short straightforward informational and fictional texts.
5. Critical cultural awareness: Students can recognize and explain some of the issues facing bilingual communities in accordance to the instructor expertise and articulation with previous and subsequent courses.

### **SPAN 305. Topics in Hispanic Civilization**

#### **3 Credits (3)**

Group study of selected topics focusing on Hispanic culture and civilization. Topics announced in the Schedule of Classes. May be repeated for a maximum of 6 credits.

**Prerequisite:** SPAN 2120 or SPAN 2210 or consent of instructor.

### **SPAN 306. Special Topics**

#### **3 Credits (3)**

Group study of Spanish for specialized purposes (e.g. court interpreting, professional language for bilingual teachers, technical writing for the business community). Course subtitled in the Schedule of Classes. May be repeated for a maximum of 12 credits.

**Prerequisite:** SPAN 2120 or SPAN 2210 or consent of instructor.

### **SPAN 316. Grammar for Non-Native Speakers of Spanish**

#### **3 Credits (3)**

For students who did not grow up speaking Spanish. A review of the rules of Spanish grammar. Students cannot receive credit for both SPAN 316 and SPAN 318.

**Prerequisite(s):** SPAN 2120 or SPAN 2210 or consent of instructor.

#### **Learning Outcomes**

1. Students will be better equipped academically to continue into upper-division Spanish courses.
2. Students will be better equipped to communicate in Spanish by becoming more adept at using a variety of grammatical structures.
3. Students will gain an appreciation for diverse languages and cultures that exist in the borderlands and will be able to contribute to the diversity.
4. Students will gain critical thinking skills as they develop their bilingual abilities.
5. Students will be encouraged after becoming bilingual and will desire to make language learning life-long goal.

### **SPAN 317. Composition for Non-Native Speakers of Spanish**

#### **3 Credits (3)**

For students who did not grow up speaking Spanish. Development of professional and academic writing skills in Spanish. Students cannot receive credit for both SPAN 317 and SPAN 319.

**Prerequisite(s):** SPAN 2120 or SPAN 2210 or consent of instructor.

**Learning Outcomes**

1. Students will be better equipped academically to continue into upper-division Spanish courses.
2. Students will be better equipped to communicate in written Spanish by employing a more clear and structured writing style.
3. Students will gain an appreciation for diverse languages and cultures that exist in the borderlands and will be able to contribute to the diversity.
4. Students will gain critical thinking skills as they develop their bilingual abilities.
5. Students will be encouraged after becoming bilingual and will desire to make language learning life-long goal.

**SPAN 318. Grammar for Heritage/Native Speakers of Spanish****3 Credits (3)**

For students who speak or have been exposed to Spanish at home or in the community. A review of grammatical concepts and analysis of both spoken and written Spanish. Students cannot receive credit for both SPAN 316 and SPAN 318.

**Prerequisite(s):** SPAN 2120 or SPAN 2210 or consent of instructor.

**Learning Outcomes**

1. Students will be better equipped academically to continue into upper-division Spanish courses.
2. Students will be better equipped to communicate in written and spoken Spanish by using a variety of grammatical structures.
3. Students will sharpen their Spanish communication skills, which will assist them in securing employment as bilingual speakers.
4. Students will develop a stronger appreciation for the Spanish communication skills and cultural awareness which will assist them in contributing to their communities in meaningful ways.
5. Students will gain critical thinking skills as they sharpen their bilingual abilities.

**SPAN 319. Composition for Heritage/Native Speakers of Spanish****3 Credits (3)**

For students who speak or have been exposed to Spanish at home or in the community. Development of writing strategies, styles and techniques in the Spanish language. Students cannot receive credit for both SPAN 317 and SPAN 319.

**Prerequisite(s):** SPAN 2120 or SPAN 2210 or consent of instructor.

**Learning Outcomes**

1. Students will be better equipped academically to continue into upper-division Spanish courses.
2. Students will be better equipped to communicate in written Spanish by employing a more clear and structured writing style.
3. Students will gain an appreciation for diverse languages and cultures that exist in the borderlands and will be able to contribute to the diversity.
4. Students will gain critical thinking skills as they develop their bilingual abilities.
5. Students will be encouraged after becoming bilingual and will desire to make language learning life-long goal.

**SPAN 325. Advanced Conversation****3 Credits (3)**

Intensive oral practice. Not open to heritage/native speakers of Spanish.

**Prerequisite(s):** SPAN 2120 or consent of instructor.

**SPAN 327. Spanish in the Community****3 Credits (3)**

Emphasis on use of Spanish outside the classroom in the local communities. Activities include but are not limited to oral histories, language mentoring in schools, assisting with cultural activities and language research.

**Prerequisite:** SPAN 2120 or SPAN 2210 or consent of instructor.

**Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
3. Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
4. Students will learn how to apply bilingual and bicultural skills to serve the community.

**SPAN 330. Variations in Spanish****3 Credits (3)**

The study of social variation within the Spanish language, examining both social and linguistic factors that affect language change.

**Prerequisite:** SPAN 316 or SPAN 318 or consent of instructor.

**Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
3. Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
4. Students will develop comprehension of the terms and concepts related to linguistic variations.
5. Students will learn about variations in the Spanish language and how to apply these ideas to a greater linguistics body of knowledge.

**SPAN 340. Introduction to Spanish Linguistics****3 Credits (3)**

General aspects of Spanish linguistics: traditional, descriptive, historical and dialectal.

**Prerequisite:** SPAN 316 or SPAN 318 or consent of instructor.

**Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
3. Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
4. Students will develop comprehension of the terms and concepts related to Spanish linguistics.
5. Students will learn about a wide range of linguistics topics and how to apply these ideas to a greater linguistics body of knowledge.

**SPAN 350. Introduction to Chicano Studies****3 Credits (3)**

Covers Mexican-American life including language, history, education, politics and literature.



**Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
3. Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
4. Students will develop comprehension of the basic terms and concepts of Chicano Studies.
5. Students will learn about various Chicano cultural and historical themes and how they affect the Chicano community today.

**SPAN 361. US-Mexico Border Culture & Literature****3 Credits (3)**

Study of major authors and/or cultural trends in the U.S.-Mexico border.

Selected subject to be identified by subtitle in the Schedule of Classes.

May be repeated up to 6 credits.

**Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
3. Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
4. Students will develop comprehension of the basic terms and concepts of border literature and culture.
5. Students will learn about the value of US-Mexico border culture and literature and how they help form unique border communities.

**SPAN 364V. Culture and Civilization of Mexico****3 Credits (3)**

Familiarization with culture, civilization and regions of Mexico. History, geography, art, literature, folklore, customs, economics and politics of each region. Impact of Mexican culture and civilization on the Southwest United States. Taught in English. Does not satisfy Arts and Sciences second language requirement.

**SPAN 365V. Culture and Civilization of Spanish America****3 Credits (3)**

Familiarization with culture, civilization and regions of Spanish America. Study of history, geography, art, literature, folklore, customs, economics and politics of each region. Impact of Spanish American culture and civilization on the Southwest United States. Taught in English. Does not satisfy College of Arts and Sciences second language requirement.

**SPAN 380. Introduction to Hispanic Literature****3 Credits (3)**

Works in Spanish, all genres and periods. How to read literature in all forms.

**Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.

3. Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
4. Students will develop comprehension of the basic terms and concepts of Hispanic literature.
5. Students will read foundational Hispanic texts of various genres and periods and learn how they create and inform Hispanic histories, identities, and nations.

**SPAN 385. Introduction to Chicano/US-Mexican Literature****3 Credits (3)**

Introduction to the study of major works by Chicano/US-Mexican authors.

**Prerequisite:** SPAN 380 or consent of instructor.

**Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
3. Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
4. Students will develop comprehension of the basic terms and concepts of Chicano literature.
5. Students will read foundational Chicano texts of various genres and learn how they create and sustain a national Chicano consciousness.

**SPAN 388. Contemporary Hispanic Literature****3 Credits (3)**

Study of Peninsular and Spanish-American literature from the 20th century to the present.

**Prerequisite:** SPAN 380 or consent of instructor.

**Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
3. Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
4. Students will develop comprehension of the basic terms and concepts of Hispanic literature.
5. Students will read foundational Hispanic texts of various genres from the 20th and 21st centuries and learn how they create and inform Hispanic histories, identities, and nations.

**SPAN 393. Introduction to Translation and Interpretation****3 Credits (3)**

General aspects of translation and interpretation from English to Spanish and Spanish to English. Selected subject to be identified by subtitle in the Schedule of Classes.

**Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.

- Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
- Students will develop comprehension of the basic terms, concepts, and strategies related to translation and interpretation.
- Students will learn how to translate written texts and/or interpret live communication between the Spanish and English languages. However, other languages may be included at instructor's discretion.

**SPAN 399. Independent Studies in Literature, Language, or Culture**  
**1-3 Credits**

Individualized, self-paced projects for advanced students. Students must present formal proposal of study.

**Learning Outcomes**

- Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
- Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
- Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
- Students will learn how to connect the value between literature, language, and culture and how to apply this knowledge to serve their community.

**SPAN 411. Creative Writing**  
**3 Credits (3)**

Creative writing in Spanish.

**Prerequisite:** SPAN 380 or consent of instructor.

**Learning Outcomes**

- Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
- Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
- Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
- Students will develop comprehension of the basic terms and concepts of creative writing and the publication process.
- Students will read and learn about the process and types of creative writing and publication, how to create original texts, and how to edit and publish creating works.

**SPAN 412. Spanish-American Poetry**  
**3 Credits (3)**

Study of major works by Spanish-American poets.

**Prerequisite:** SPAN 380 or consent of instructor.

**Learning Outcomes**

- Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
- Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
- Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
- Students will develop comprehension of the basic terms and concepts of the poetry genre.

- Students will read foundational Hispanic poetry from different periods and learn how poets and poetry create and inform Hispanic histories, identities, and nations.

**SPAN 414. Coyolxauhqui: La literatura chicana femenil**  
**3 Credits (3)**

This course is designed to introduce students to Chicano Studies through the exploration of literature and cultural representations. Students will examine the history of Chican@s and discuss contemporary issues affecting their life, work, and expressions. The study of cultural representations such as Coyolxauhqui, La Malinche, La Virgen de Guadalupe, La Llorona, La Maqui-Loca, and La Chican@ Queer through a feminist perspective will allow a closer look at the work done by Chicana writers, poets, and artists who share a locus of enunciation. Most importantly, this course helps situating the individual experiences in relationship and connection to other Chican@s in the world.

**Learning Outcomes**

- Become familiar with the main theoretical and pedagogical aspects of Chican@ Studies through a feminist perspective.
- Reflect on the diversity of Chican@ scholars.
- Observe the uniqueness in Chican@ Studies as compared to other fields.
- Critically examine current research areas involving the interdisciplinary field.
- Explore innovative theoretical research in history, politics and cultural topics.

**SPAN 418. Spanish-American Short Story**  
**3 Credits (3)**

Study of major short stories by Spanish-American authors.

**Prerequisite:** SPAN 380 or consent of instructor.

**Learning Outcomes**

- Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
- Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
- Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
- Students will develop comprehension of the basic terms and concepts of the short story genre.
- Students will read foundational Hispanic short stories from various periods and learn how this genre creates and informs Hispanic histories, identities, and nations.

**SPAN 419. Spanish American Drama**  
**3 Credits (3)**

Study of major works by Spanish-American dramatists.

**Prerequisite:** SPAN 380 or consent of instructor.

**Learning Outcomes**

- Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
- Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
- Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.

4. Students will develop comprehension of the basic terms and concepts of the drama genre.
5. Students will read foundational Hispanic short stories from various periods and learn how this genre creates and informs Hispanic histories, identities, and nations.

### **SPAN 420. The Art of Storytelling**

#### **3 Credits (3)**

The study of the genesis of storytelling and its structure, learning how and why to apply oral storytelling in our personal and professional lives, and practicing the art of storytelling in front of an audience.

**Prerequisite:** SPAN 380 or consent of instructor.

#### **Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
3. Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
4. Students will develop comprehension of the basic terms and concepts of oral storytelling and the significance of this skill in creating personal and national narratives.
5. Students will learn how to write and present original oral stories, myths, and other forms of oral storytelling for a public audience.

### **SPAN 421. New Mexico Culture and Literature**

#### **3 Credits (3)**

The study of the development and flourishing of New Mexican culture and literature.

**Prerequisite:** SPAN 380 or consent of instructor.

#### **Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
3. Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
4. Students will learn about key cultural, literary, and historical elements of New Mexico.
5. Students will learn how to apply knowledge about New Mexico to serve their communities.

### **SPAN 422. Cultural Production of Hispanic Revolutions and Wars**

#### **3 Credits (3)**

The study of Hispanic literature, art, and film dealing with revolutionary movements and wars.

**Prerequisite:** SPAN 380 or consent of instructor.

#### **Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
3. Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.

4. Students will develop comprehension of the basic terms and concepts of revolutions and wars as they relate to literary production and other modes of cultural expression.
5. Students will learn about various revolutions and wars throughout Spain and Latin America and how they have helped form our regional and national identities, especially through a cultural production lens.

### **SPAN 423. Colonial Legacy: Representations in Chican@ Literature & Culture**

#### **3 Credits (3)**

The course offers an overview of the research surrounding the legacy of colonial practices. Presents key concepts in colonial studies (colonialism, colonies, colonization, enclosures, exploitation, settlements), along with the ideologies of colonialism, to build the theoretical framework that will help analyze our colonial legacy through the exploration of Chican@ literature and cultural representations of writers, poets, and artists. Students will reflect on their own colonial/postcolonial ideologies and practices. The course helps situate the individual experiences in relationship and connection to others in the world.

#### **Learning Outcomes**

1. Become familiar with the main theoretical and pedagogical aspects of colonial studies.
2. Reflect, observe and explore the colonial practices and approaches.
3. Critically examine current research areas involving the interdisciplinary field.
4. Explore innovative theoretical research in history, politics, literature and culture.

### **SPAN 424. Post-Modern Hispanic Literature**

#### **3 Credits (3)**

The study of Post-Modern experimental literary genres, from Post-boom to the present.

**Prerequisite:** SPAN 380 or consent of instructor.

#### **Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
3. Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
4. Students will develop comprehension of the basic terms and concepts of post-modernism, especially in relation to Hispanic literary production.
5. Students will read a variety of post-modern Hispanic texts from various genres and learn how they help develop regional and national identities.

### **SPAN 426. Spanish-American Novel**

#### **3 Credits (3)**

Study of major works by Spanish-American novelists.

**Prerequisite:** SPAN 380 or consent of instructor.

#### **Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.

- Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
- Students will develop comprehension of the basic terms and concepts of the novel genre.
- Students will read foundational Hispanic novels from various periods and learn how this genre creates and informs Hispanic histories, identities, and nations.

**SPAN 427. Chicano Literature****3 Credits (3)**

Study of Chicano/US-Mexican authors.

**Prerequisite:** SPAN 380 or consent of instructor.

**Learning Outcomes**

- Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
- Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
- Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
- Students will develop advanced comprehension of the terms and concepts of Chicano literature.
- Students will read foundational Chicano texts of various genres, but with a focus on narratives, and learn how they create and sustain a national Chicano consciousness.

**SPAN 439. Topics in Applied Spanish Linguistics****3 Credits (3)**

Group study of selected topics to be identified by subtitle in the Schedule of Classes. May be repeated once under different subtitle for a maximum of 6 credits.

**Prerequisite:** SPAN 340.

**SPAN 442. Formation of Hispanic National Identities****3 Credits (3)**

Study of seminal texts on the formation of Hispanic national identities and counternarratives against homogenous notions of nationhood.

**Prerequisite:** SPAN 380 or consent of instructor.

**Learning Outcomes**

- Improve critical thinking skills through deep-level readings and class discussions.
- Strengthen academic research and writing skills through high-level research and writing projects.
- Understand how Hispanic identities were formed through various narrative practices and how that informs media representations of Hispanic people and culture.
- Analyze how Hispanic identities were formed and with what motivations.
- Assess national narratives and counter-narratives to understand their political-social worlds better.

**SPAN 444. Body Studies****3 Credits (3)**

Interdisciplinary study of the body in Hispanic societies and others and its associated political meaning.

**Prerequisite:** SPAN 380 or consent of instructor.

**Learning Outcomes**

- Improve critical thinking skills through deep-level readings and class discussions.

- Strengthen academic research and writing skills through high-level research and writing projects.
- Understand how the Hispanic body became a cultural and political object and how it is changing by the means of new media.
- Analyze how the understanding of the Hispanic body has changed throughout history and how local politics affect it.
- Learn how the body has served as the locus of culture and the principle of social interaction and politics.

**SPAN 446. Speculative Fiction****3 Credits (3)**

Study of Hispanic speculative fiction and its related utopian/dystopian societies.

**Prerequisite:** SPAN 380 or consent of instructor.

**Learning Outcomes**

- Improve critical thinking skills through deep-level readings and class discussions.
- Strengthen academic research and writing skills through high-level research and writing projects.
- Understand how social anxieties produced a Hispanic literary corpus to deal with the past, the present, and the future.
- Analyze and compare how genre fiction challenges or supports hegemonic national discourses.
- Learn how speculative fiction serves as an expression of social desires.

**SPAN 447. Hispanic Film****3 Credits (3)**

Study of major films from Spain and Spanish-America. Restricted to: Main campus only.

**SPAN 448. U.S.-Hispanic Film****3 Credits (3)**

Study of major films about and/or by Hispanics of the U.S. Restricted to: Main campus only.

**SPAN 449. Special Problems****1-3 Credits**

Directed reading for graduate students in their specific fields to satisfy language requirement for master's or doctoral programs. May be repeated for a maximum of 6 credits.

**SPAN 451. Hispanic Cultures****3 Credits (3)**

Issues in Hispanic cultures of the U.S., Spanish-America and Spain. Also focuses on U.S.-Mexico border culture. Selected topics to be identified by subtitle in the Schedule of Classes.

**Prerequisite:** SPAN 380 or consent of instructor.

**Learning Outcomes**

- Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
- Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
- Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
- Students will learn about various modes of Hispanic cultural production and how they create regional and national Hispanic identities.



**SPAN 461. Introduction to Spanish Phonetics****3 Credits (3)**

An introduction to Spanish phonetics including basic dialectal variation and comparison with English.

**Prerequisite:** SPAN 340.

**SPAN 474. Pragmatics****3 Credits (3)**

The study of theory and pragmatic notions such as implicatures, presuppositions, deixis, speech acts, and politeness.

**Prerequisite(s):** SPAN 340.

**SPAN 476. Semantics****3 Credits (3)**

The investigation of language from a semantic-pragmatic perspective and the use of formal logic to communicate meaning.

**Prerequisite(s):** SPAN 340.

**SPAN 483. Literature and Law****3 Credits (3)**

The advanced study of Latin American and Latino literature and its historical and cultural connections to the development of laws and the influence of both on modern society.

**Prerequisite:** SPAN 380 or consent of instructor.

**Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
3. Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
4. Students will develop comprehension of the basic terms and concepts of legal themes as found in literature.
5. Students will read foundational Hispanic texts of various genres and learn how they create a narrative that embodies or implies legal issues that affect the Hispanic community.

**SPAN 485. Literature and Mental Health****3 Credits (3)**

The advanced study of Latin American and Latino literature and how storytelling, through various literary genres, can inform our understanding of mental health issues and propose possible solutions to improve our quality of mental health.

**Prerequisite:** SPAN 380 or consent of instructor.

**Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
3. Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
4. Students will develop comprehension of the basic terms and concepts of mental health themes as found in literature.
5. Students will read foundational Hispanic texts of various genres and learn how they create a narrative that embodies or implies mental health issues that affect the Hispanic community.

**SPAN 490. Special Topics****3 Credits (3)**

Selected topic to be identified by subtitle in the Schedule of Classes.

**Prerequisite:** SPAN 316 or SPAN 318 or consent of instructor.

**Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
3. Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
4. Students will learn about various topics of Hispanic literature or linguistics that can be applied to advanced research projects.

**SPAN 491. History of the Spanish Language****3 Credits (3)**

The development of Spanish from its origins.

**Prerequisite(s):** SPAN 340.

**SPAN 492. Structure of Spanish****3 Credits (3)**

Topics in Spanish linguistics including phonology, morphology, syntax and semantics.

**Prerequisite:** SPAN 316 or SPAN 318 or SPAN 340.

**Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
3. Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
4. Students will develop comprehension of the terms and concepts related to the structure of Spanish.
5. Students will learn about the formation of the structure of Spanish and how to apply these ideas to a greater linguistics body of knowledge.

**SPAN 493. Español de los Estados Unidos****3 Credits (3)**

Linguistic issues and studies of U.S. Spanish-speaking communities.

Taught with SPAN 593. May be repeated up to 3 credits.

**Prerequisite(s):** SPAN 340.

**SPAN 500. Methods of Research and Literary Criticism****3 Credits (3)**

Advanced methods of research and literary criticism.

**SPAN 502. Sentipensar Pedagogy: Anzaldúa and Other Theorists****3 Credits (3)**

The course offers an overview of the theory, research and practice concerning Sentipensar pedagogy. Through the exploration of literature and cultural representations, students will interpret the works of theorist that promote the connections between the body, mind, and heart in their academic research and curriculum. The course will also discuss contemporary issues affecting our life, work, and expressions. The study of Gloria Anzaldúa's Coatlicue state, linguistic terrorism, Nepantla and Consciencia Mestiza, are only some of the approaches to academia that will be discussed in this course. We will also have a closer look at the work done by writers, poets, and artists who share a locus of enunciation. Most importantly, this course helps situating the individual experiences in relationship and connection to others in the world. This course focuses

on strategies and techniques in curriculum development appropriate for teaching students at different levels. The materials and resources for the class are mostly written in English because the field research is done in this language. However, all work turned in for this class (discussions, quizzes, homework, presentations, etc.) must be written and developed in Spanish.

#### **Learning Outcomes**

1. Become familiar with the main theoretical and pedagogical aspects of Sentipensar pedagogy.
2. Reflect and explore on the diversity in the approaches and methodologies in Sentipensar pedagogy.
3. Observe the uniqueness in the field as compared to others.
4. Critically examine current research areas involving the interdisciplinary field.
5. Explore innovative theoretical research in history, politics and culture.

#### **SPAN 503. Critical Language Awareness in Teaching SHL 3 Credits (3)**

This course is designed to introduce students to the theory, research, and practice of Critical Language Awareness. Students will read about the theoretical framework established when teaching heritage language learners. The study of Critical Language Awareness will allow educators to take a closer look at their own sociocultural concerns and influences in their education. Most importantly, this course will help us understand how our individual experiences connect in relationship to other heritage and native language users in the world. The materials and resources for the class are mostly written in English because the field research is done in this language. However, all work turned in for this class (discussions, quizzes, homework, presentations, etc.) must be written and developed in Spanish.

#### **Learning Outcomes**

1. Become familiar with the main theoretical and pedagogical aspects of Critical Language Awareness.
2. Reflect on the diversity in the writings of scholars in the field.
3. Observe the uniqueness of Critical Language Awareness in heritage language pedagogy.
4. Critically examine current research areas involving the interdisciplinary field.
5. Explore innovative theoretical research in history, politics, and cultural topics.

#### **SPAN 504. Culturally Sensitive Teaching in SHL: Teaching Spanish as a Heritage Language in the United States 3 Credits (3)**

This course focuses on presenting the theories, strategies and techniques in curriculum development appropriate for teaching Spanish for Native Speakers (SNS/EHN) and Heritage Language Speakers (HLS/EHH) in a culturally and linguistically sensitive environment. Students will conduct classroom observations and prepare presentations on aspects of CLR and SHL instruction in addition to preparing a research project to illustrate all their preparation towards creating a more sensitive and responsive curriculum.

#### **Learning Outcomes**

1. Become familiar with the main theoretical and pedagogical aspects of culturally and linguistically responsive teaching of SHL.
2. Reflect on the linguistic diversity of SHL speakers.
3. Observe the uniqueness in the use of SHL as compared to the Spanish in other parts of the world.
4. Critically examine current research areas involving U.S. Spanish, family and community settings, policies, programs and curriculum.

5. Explore innovative techniques, materials and activities in culturally and linguistically responsive SHL instruction.
6. Design new evaluation practices in all four skills.

#### **SPAN 507. Technology Enhanced Language Learning 3 Credits (3)**

Strategies for enhancing language learning with emerging technologies. Course is taught in Spanish.

#### **SPAN 508. Teaching Literature with Technology 3 Credits (3)**

Strategies and techniques for enhancing the teaching of all literature genres using emerging technologies. Course is taught in Spanish. Co/  
**Prerequisite(s):** SPAN 507, and/or consent of instructor.

#### **SPAN 509. Teaching Culture with Technology 3 Credits (3)**

Strategies and techniques for enhancing the teaching of culture using emerging technologies. Course is taught in Spanish. Co/  
**Prerequisite(s):** SPAN 507, and/or consent of instructor.

#### **SPAN 510. Assessing the National Standards 3 Credits (3)**

Analysis of the National Standards for Foreign Language Learning (the 5 Cs) in the 21st Century. Course will also cover the Integrated Performance Assessment as applied to the national standards. Other assessments will be reviewed to evaluate effectiveness in all levels of Spanish language classrooms.

#### **SPAN 512. Contemporary Spanish-American Poetry 3 Credits (3)**

Readings and interpretation of Spanish-American poetry from the 20th century to the present.

#### **SPAN 514. Coyolxauhqui: La literatura chicana femenil 3 Credits (3)**

This course is designed to introduce students to Chicano Studies through the exploration of literature and cultural representations. Students will examine the history of Chican@s and discuss contemporary issues affecting their life, work, and expressions. The study of cultural representations such as Coyolxauhqui, La Malinche, La Virgen de Guadalupe, La Llorona, La Maqui-Loca, and La Chican@ Queer through a feminist perspective will allow a closer look at the work done by Chicana writers, poets, and artists who share a locus of enunciation. Most importantly, this course helps situating the individual experiences in relationship and connection to other Chican@s in the world.

#### **Learning Outcomes**

1. Become familiar with the main theoretical and pedagogical aspects of Chican@ Studies through a feminist perspective.
2. Reflect on the diversity of Chican@ scholars.
3. Observe the uniqueness in Chican@ Studies as compared to other fields.
4. Critically examine current research areas involving the interdisciplinary field.
5. Explore innovative theoretical research in history, politics and cultural topics.

#### **SPAN 520. Adv. The Art of Storytelling 3 Credits (3)**

The study of the genesis of storytelling and its structure, learning how and why to apply oral storytelling in our personal and professional lives, and practicing the art of storytelling in front of an audience.

**Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
3. Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
4. Students will develop comprehension of the terms and concepts of storytelling and the significance of this skill in creating personal and national narratives.
5. Students will learn how to write and present original oral stories, myths, and other forms of oral storytelling for a public audience.

**SPAN 521. Advanced Culture and Literature of New Mexico****3 Credits (3)**

The advanced study of the development and flourishing of New Mexican culture and literature.

**SPAN 522. Adv. Cultural Production of Hispanic Revolutions and Wars****3 Credits (3)**

The study of Hispanic literature, art, and film dealing with revolutionary movements and wars.

**Learning Outcomes**

1. Students will strengthen their written and oral communication in Spanish for personal, academic, and professional success to serve as conduits for a bilingual community.
2. Students will improve their critical thinking skills through deep-level readings and engaged dialogue.
3. Students will improve their academic research, writing, and presentation skills through advanced investigative and writing projects.
4. Students will develop comprehension of the basic terms and concepts of revolutions and wars as they relate to literary production and other modes of cultural expression.
5. Students will learn about various revolutions and wars throughout Spain and Latin America and how they have helped form regional and national identities, especially through a cultural production lens

**SPAN 523. Colonial Legacy: Representations in Chican@ Literature & Culture****3 Credits (3)**

The course offers an overview of the research surrounding the legacy of colonial practices. Presents key concepts in colonial studies (colonialism, colonies, colonization, enclosures, exploitation, settlements), along with the ideologies of colonialism, to build the theoretical framework that will help analyze our colonial legacy through the exploration of Chican@ literature and cultural representations of writers, poets, and artists. Students will reflect on their own colonial/postcolonial ideologies and practices. The course helps situate the individual experiences in relationship and connection to others in the world.

**Learning Outcomes**

1. Become familiar with the main theoretical and pedagogical aspects of colonial studies.
2. Reflect, observe and explore the colonial practices and approaches.
3. Critically examine current research areas involving the interdisciplinary field.
4. Explore innovative theoretical research in history, politics, literature and culture.

**SPAN 528. Advanced U.S. Latino Culture and Literature****3 Credits (3)**

The advanced study of major works by Latino writers in the U.S.

**SPAN 540. Introduccion a la Linguistica****3 Credits (3)**

Introduces students to the foundational topics of linguistic study with particular reference given to the Spanish language: properties of language and communication, morphology, syntax, phonetics, phonology, language variation and change.

**Prerequisite(s):** Eligibility to take graduate level courses.

**SPAN 542. Adv. Formation of Hispanic National Identities****3 Credits (3)**

Study of seminal texts on the formation of Hispanic national identities and counternarratives against homogenous notions of nationhood.

**Learning Outcomes**

1. Improve critical thinking skills through deep-level readings and class discussions.
2. Strengthen academic research and writing skills through high-level research and writing projects.
3. Understand how Hispanic identities were formed through various narrative practices and how that informs media representations of Hispanic people and culture.
4. Analyze how Hispanic identities were formed and with what motivations.
5. Assess national narratives and counter-narratives to understand their political-social worlds better.

**SPAN 544. Adv. Body Studies****3 Credits (3)**

Interdisciplinary study of the body in Hispanic societies and others and its associated political meaning.

**Learning Outcomes**

1. Improve critical thinking skills through deep-level readings and class discussions.
2. Strengthen academic research and writing skills through high-level research and writing projects.
3. Understand how the Hispanic body became a cultural and political object and how it is changing by the means of new media.
4. Analyze how the understanding of the Hispanic body has changed throughout history and how local politics affect it.
5. Learn how the body has served as the locus of culture and the principle of social interaction and politics.

**SPAN 545. Advanced Dialectos del Espanol****3 Credits (3)**

Advanced research of Spanish dialects including their formal characteristics, historical formation and regional variation.

**SPAN 546. Adv. Speculative Fiction****3 Credits (3)**

Study of Hispanic speculative fiction and its related utopian/dystopian societies.

**Learning Outcomes**

1. Improve critical thinking skills through deep-level readings and class discussions.
2. Strengthen academic research and writing skills through high-level research and writing projects.
3. Understand how social anxieties produced a Hispanic literary corpus to deal with the past, the present, and the future.

4. Analyze and compare how genre fiction challenges or supports hegemonic national discourses.
5. Learn how speculative fiction serves as an expression of social desires.

**SPAN 547. Advanced Hispanic Film****3 Credits (3)**

Advanced study of major films from Spain and Spanish-America.  
Restricted to: Main campus only.

**SPAN 548. Advanced U.S.-Hispanic Film****3 Credits (3)**

Advanced study of major films about and/or by Hispanics of the U.S.  
Restricted to: Main campus only.

**SPAN 550. Advanced Chicana and Chicano Studies****3 Credits (3)**

Multidisciplinary examination of issues that have historically affected/influenced the Chicana/o community regionally, in the borderlands, and beyond borders.

**Learning Outcomes**

1. Students will become better equipped to teach this material at the high school or community college levels.
2. Students will become better equipped to attend a PhD program in a related field.
3. Students will gain access to a more diverse curriculum which broaden their educational and cultural perspectives.
4. Students will be able to develop their scholarship on a more creative level.
5. Students will strengthen their academic writing, which will help in their graduate studies and/or post-graduate careers.

**SPAN 551. Advanced Hispanic Cultures****3 Credits (3)**

Advanced study on Hispanic cultures of the U.S., Spanish-America and/or Spain. Selected topic to be identified by subtitle. Taught with SPAN 451.  
May be repeated up to 6 credits.

**SPAN 558. Bilinguismo****3 Credits (3)**

Examines the topics of bilingualism from a psycholinguistic perspective including the development of the bilingual brain, lexical acquisition, retrieval and storage, and experimental techniques in measuring language competence.

**Prerequisite(s):** SPAN 540 or consent of instructor.

**SPAN 561. Advanced Spanish Phonetics****3 Credits (3)**

Advanced study of Spanish phonetics, including basic dialectal variation and comparisons with English.

**SPAN 562. Advanced Spanish Phonology****3 Credits (3)**

An advanced formal examination of the sound system of Spanish including formal characterizations, dialectal variation and laboratory data. May be repeated up to 3 credits.

**Prerequisite(s):** SPAN 561 or consent of instructor.

**SPAN 563. Advanced Study in Mexican Literature****3 Credits (3)**

Mexican literature from the Pre-Columbian period to the present.

**SPAN 564. Advanced Post-Modern Hispanic Literature****3 Credits (3)**

The advanced study of Post-Modern experimental literary genres, from Post-boom to the present.

**SPAN 566. Contemporary Spanish-American Novel****3 Credits (3)**

The Spanish-American novel from the 20th century to the present.

**SPAN 567. Advanced Study in Chicano Literature****3 Credits (3)**

Study of all genres of Chicano literature.

**SPAN 570. Advanced Study in Technical Translation****3 Credits (3)**

Translation of a variety of non-literary texts from English to Spanish and from Spanish to English. Course is taught in Spanish.

**SPAN 573. Advanced Study in Creative Writing****3 Credits (3)**

Advanced creative writing in Spanish.

**SPAN 574. Advanced Pragmatics****3 Credits (3)**

The study of theory and pragmatic notions such as implicatures, presuppositions, deixis, speech acts, and politeness.

**Prerequisite(s):** SPAN 540 or consent of instructor.

**SPAN 576. Advanced Semantics****3 Credits (3)**

The investigation of language from a semantic-pragmatic perspective and the use of formal logic to communicate meaning.

**Prerequisite(s):** SPAN 540 or consent of instructor.

**SPAN 580. Research Methodology in Spanish Linguistics****3 Credits (3)**

Study and practical application of techniques in linguistic research.

**SPAN 583. Advanced Study in Spanish-American Women Writers****3 Credits (3)**

All genres of Spanish-American literature written by women. Research paper required.

**SPAN 584. Spanish Morphosyntax****3 Credits (3)**

Examination of the morphological and syntactic structure of the Spanish language as well as their interaction. Practical applications are also explored.

**SPAN 586. Contemporary Spanish-American Essay****3 Credits (3)**

Main currents in the Spanish-American thought from the 20th century to the present.

**SPAN 587. Contemporary Spanish-American Short Story****3 Credits (3)**

The Spanish-American short story from the 20th century to the present.

**SPAN 588. Contemporary Spanish-American Drama****3 Credits (3)**

The Spanish-American drama from the 20th century to the present.

**SPAN 589. Spanish Sociolinguistics****3 Credits (3)**

Relationship between language and society in the Spanish-speaking world.

**SPAN 590. Advanced Special Topics****3 Credits (3)**

Specific subject to be announced in the Schedule of Classes. May be repeated up to 6 credits.



**SPAN 591. Advanced Study in History of the Spanish Language****3 Credits (3)**

The development of Spanish from its origins.

**SPAN 592. Advanced Structure of Spanish****3 Credits (3)**

Advanced study of Spanish linguistics topics such as phonology, morphology, syntax and semantics.

**SPAN 594. Theory and Methodology of Spanish Pedagogy****3 Credits (3)**

Advanced studies in current theories and methodologies of Spanish language pedagogy. Taught as a practicum.

**SPAN 595. Advanced Topics in Applied Spanish Linguistics****3 Credits (3)**

Selected topics to be identified by subtitle in the Schedule of Classes. May be repeated for a total of 9 credits under a different subtitle.

**SPAN 597. Advanced Strategies for Teaching Spanish for Heritage/Native Speakers****3 Credits (3)**

Advanced overview of the main theories, research, pedagogical approaches, assessment and practice concerning the teaching of Spanish to heritage learners and native speakers.

**SPAN 598. Independent Reading, Research, and/or Creative Writing****1-3 Credits**

Individual study of selected readings and problems; or individual research, either analytical or experimental, or creative writing.

**SPAN 599. Master's Thesis****15 Credits**

Thesis.

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