Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

1. This request is submitted by the Department of Hispanic Studies

2. Course prefix, number and complete title of course: HISP 602 Applied Linguistics for Teachers of Spanish

3. Change requested
   a. Prerequisite(s): From: Graduate classification To: HISP 600
   b. Withdrawal (reason):
   c. Cross-list with:
      Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 4; enter proposed course title and proposed course description in item 5.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 6. Attach a course syllabus.


6. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
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<td>APPL LIN TEACH SPAN</td>
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b. Change to:

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Approval recommended by:

Dr. J. Lawrence Mitchell

Department Head – Type Name & Sign
Date

Chair, College Review Committee
Date

Dean of College
Date

Dean of College
Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
February 18, 2010

Patricia Hurley, Associate Dean, College of Liberal Arts
Graduate Instruction Committee
College of Liberal Arts

Regarding our Request for a Change in Course (HISP 602 Applied Linguistics for Teachers of Spanish), the changes requested are designed to align our graduate curriculum with current trends in the field of linguistics and made at the request of a recent hire in Spanish Applied Linguistics.

Thank you

Eduardo Urbina
Director, Graduate Program
HISP602: SPANISH APPLIED LINGUISTICS

CATALOGUE COURSE DESCRIPTION: Current linguistic research that investigates real-world issues related to Spanish language use and the acquisition of Spanish as a second language.

COURSE PREREQUISITES: Graduate classification and HISP600.

COURSE DESCRIPTION.
This course is designed to provide an overview of how theoretical and empirical research on SLA (second language acquisition) informs the teaching of Spanish as a L2 (second language). The course will aim to identify the challenges derived from transferring findings from research to teaching.

LEARNING OUTCOMES.
By the end of this course, students should:
- Have an increase understanding of the factors that influence the acquisition and teaching of Spanish as a L2.
- Critically read and evaluate empirical research on the teaching and acquisition of Spanish as a L2.
- Have methodological tools to carry out empirical classroom-based research.

REQUIRED READINGS.

ASSessment.

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<tr>
<th>Participation</th>
<th>10%</th>
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<tr>
<td>Daily homework</td>
<td>20%</td>
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<tr>
<td>Tests (2)</td>
<td>45%</td>
</tr>
<tr>
<td>Critical paper</td>
<td>25%</td>
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Class discussion/participation: All students are expected to be prepared (i.e. completion of reading and homework assignments) and attentive and participate actively in class. This is very important because this course is not based on a lecture format. Content of in-class activities will be based on the readings. Lack of participation may imply lack of preparation. All excused absences must be documented (http://student-rules.tamu.edu)

Homework: Your daily homework includes the reading assigned on the calendar, and a typed page with 5 comments and/or questions about each reading.

Tests: There will be two tests covering the material during weeks 1–8 and 9–12, respectively.

Critical paper: You will have to write a critical paper discussing 5 articles on the same topic, to be approved by the instructor. The final version will be due on the date and time assigned to the final exam. The critical paper is written in four stages:

1. Selection of articles: two-page justification on the selection of articles, including their complete bibliographical information and supporting bibliography (at least five additional references) [week 7]
2. Individual meeting with instructor to discuss the selection [week 8]
3. Outline of the critical paper [week 11]
4. Final version: [final examination assigned date/time]

Exams: A midterm exam and a final exam with varying formats will comprise 45% of the total grade. Exams will cover both the text readings as well as the class discussions.
GRADING SCALE (http://student-rules.tamu.edu/rule10)

A  90 - 100%  
B  80 - 89%  
C  70 - 79%  
D  60 - 69%  
F  0 - 59%

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

ACADEMIC INTEGRITY STATEMENT

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor/

COURSE CALENDAR.

WEEK 1  Basic concepts of Applied Linguistics (Griffin, ch. 1)

WEEK 2  Second Language Acquisition (SLA)  (Saville-Troike, ch. 1 y ch. 2)

WEEK 3  The role of L1 in L2 acquisition (Griffin, ch. 4)

WEEK 4  Input, intake, uptake (Krashen)

WEEK 5  Problems with Krashan's model (De Keyser)

WEEKS 6 & 7  Input through interaction: intake, uptake, forced output, FonF (Gass, Doughy)

[week 7: article selection due]

WEEK 8  TEST #1
WEEK 9  Interlanguage (Griffin, ch. 5, Long)

WEEK 10  Explicit instruction vs. Implicit instruction revisited (Norris & Ortega, MacWhinney)

WEEK 11 Research on SLA: inside and outside the classroom (Griffin, ch. 3)

[Outline due]

WEEK 12 Heritage learners in the classroom (Valdés, Lacorte & Canabal)

WEEK 13  TEST #2

WEEK 14 Bringing it all together.

Final exam date: Critical paper due.
Texas A&M University
Departmental Request for a Change in Course
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- Submit original form and attachments -

Sociology

1. This request is submitted by the Department of

2. Course prefix, number and complete title of course:

   SOCI 617 Comparative Ethnic Relations

3. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): ____________________________
   c. Cross-list with: ____________________________

   [ ] Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 4; enter proposed course title and proposed course description in item 5.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 6. Attach a course syllabus.

4. Complete current course title and current catalog course description:
Comparative Ethnic Relations: Cross-cultural variations in ethnic relations and structures of inequality; assessment of systems and power-conflict theoretical frameworks in diverse settings such as South America, Mexico, South Africa, Caribbean Regions and United States.

5. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
Comparative Racial-Ethnic Relations: Cross-cultural variations in racial-ethnic relations and structures of inequality; assessment of systems and power-conflict frameworks in diverse settings such as South America, Mexico, South Africa, Caribbean Regions and United States.

6. a. As currently in course inventory:

   Prefix | Course # | Title (excluding punctuation) | Admin. Unit | FICE Code | Level
   SOC   6 1 7  | COMPARATIVE ETHNIC RELATIONALS |
   0 3 0 0 0 3 4 5 1 1 0 1 0 0 0 1 2 5 9 0 0 3 6 3 2 6

   b. Change to:

   Prefix | Course # | Title (excluding punctuation) | Admin. Unit | FICE Code | Level
   SOC   6 1 7  | COMP RACIAL ETHNIC RELATIONALS |
   0 3 0 0 0 3 4 5 1 1 0 1 0 0 0 1 2 5 9 0 1 0 1 1 0 0 3 6 3 2

   Approval recommended by:
   Mark Fossett
   Date 2/17/2010

   Department Head - Type Name & Sign
   (if cross-listed course)

   Submitted to Coordinating Board by:
   Date

   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services - 12/08

Date 3-31-10

Patricia A. Drury
Chair, College Review Committee

Date 6 May 10

David W. Reed
Dean of College

Effective Date

Date

8 of 13 C
MEMORANDUM

DATE: February 17, 2010

TO: Whom it May Concern

FROM: Mark Fossett, Department Head Sociology

SUBJECT: Request to change course title and description of SOCI 617

The Department of Sociology requests the title of SOCI 617 “Comparative Ethnic Relations” be changed to “Comparative Racial-Ethnic Relations”. In addition, we request that the course description be changed as shown below (change highlighted in bold underline).

Current Title and Description

Comparative Ethnic Relations: Cross-cultural variations in ethnic relations and structures of inequality; assessment of systems and power-conflict frameworks in diverse settings such as South America, Mexico, South Africa, Caribbean Regions, and the United States.

Requested Title and Description after Changes

Comparative Racial-Ethnic Relations: Cross-cultural variations in racial-ethnic relations and structures of inequality; assessment of systems and power-conflict frameworks in diverse settings such as South America, Mexico, South Africa, Caribbean Regions, and the United States.

The basis for this request is that the title for this course has become out-dated as the field of comparative and international research on these issues has advanced over the decades since this course title was first adopted. The relevant research literature now emphasizes both racial and ethnic dimensions of comparative inter-group relations and the concept of ethnicity alone is now generally viewed as being inadequate as a label for encompassing the full range of racial and ethnic experiences and conditions examined in this survey seminar. This topic is a major area of strength in our graduate program and the current title is misleading and a little embarrassing due to being out-of-date relative to the state of the field nationally and internationally.
Professor: Joe R. Feagin  
Office: 431 Academic Building  
Office Hours: Wednesday, 9:30am-noon, 1:15-2pm, and by appointment  
Seminar Time: Wednesdays, 2-5pm

**Course Description and Learning Outcomes:** This overview seminar focuses on social science research about major racial and ethnic groups and their conflicts in the United States and across the globe. We will examine significant historical backgrounds and important racial-ethnic theories, patterns of discrimination, and international examples of racial-ethnic group dominance and subordination. Among the specific issues to be explored are these: the African diaspora and colonialism; racial-ethnic entrepreneurs in Latin America, Asia, and Russia; racial conflict in Brazil and South Africa; contemporary Native American issues (mascots); Latino immigrants to the U.S.; African Americans under slavery and segregation; and Asian-Black conflicts in cities. We will review important books dealing with these issues. The seminar will be discussion oriented.

The purpose of the course is to make students familiar with the history, empirical patterns, and theories of major racial and ethnic conflicts in the U.S. and in international settings. Students will become familiar with the research and scholarship on these issues and will move beyond basic understanding to offer insightful critique and evaluation of the major perspectives in the field.

**Pre-requisites:** Graduate standing or permission of the instructor

**Course Requirements:**

1. Regular and punctual participation in the seminar sessions is expected and is essential to understanding the complex issues examined in the course and the vitality of the seminar. I will be strict about unexcused late arrivals and class absences. A combination of four or more unexcused late arrivals and class absences will reduce your final course grade one grade level. Unexcused late papers will also be reduced by one letter grade. (Papers are due at the end of each seminar as indicated below.) If you are late or absent for class, or if you turn in a paper late, please provide a note indicating why and turn it in at the next class meeting. Acceptable excuses include serious illness, death in the family, and required travel to present research.

2. Twelve comment/critique papers (about 4 pages each) on readings as scheduled below. Expectations for the papers are provided below. Your final grade will consist of an average of
the twelve paper grades. Individual papers will be scored on a scale of 0-100. Unexcused late papers are reduced by one letter grade (10 points).

3. Initial letter grades based on the average of the 12 paper grades will be assigned as follows:

   A 90-100, B 80-89, C 70-79, D 60-69, F below 60.

Additional adjustments to this initial grade may occur based on unexcused absences and late arrivals as noted above.

*The Analytical Comment-Critique Papers:*

Students will prepare twelve comment-and-critique papers on the reading assignments and bring papers to class for discussion. These papers should analyze critically one or two important issues in the reading assignment, issues which you find thought-provoking or problematical. Analyze in some detail an issue of interest. Some approaches: 1) Develop a logical critique of the arguments you analyze (e.g., Does the evidence support the arguments?); 2) Compare material in readings with theory/research material presented in class; 3) Compare and contrast material in one reading assignment with that in another; or 4) Use material in reading assignment to assess other research you have studied. The point of the papers is to demonstrate that you've thought through and analyzed important issues in the reading assignment.

*Books for Analysis* (Available online and at local bookstores):


Reading Assignments:


By Feb. 6 - IMAGINING NATIVE AMERICANS. King and Springwood, pp. 1-18, 82-207. (Unassigned pages here and in later books are recommended, but optional.) Third comment paper is due.


By Feb. 20 - THE LATINO CASE. Millard and Chapa, pp. 102-221. Fifth comment paper is due.

By Feb. 27 – Guest lecturer. No paper due. Read ahead.

By March 5 – RACISM FROM INSIDE THE VEIL. Du Bois, pp. 5-120 and 171-219. Sixth paper is due. Sixth paper is due.

By March 19 – ASIAN AMERICANS Kim, pp. 1-108. Seventh paper is due.

By March 26 - ASIAN AMERICANS Kim, pp. 109-223. Eighth paper is due.

By April 2 - GLOBAL RACIAL & ETHNIC ISSUES. Winant, pp. 1-129. Ninth paper is due.

By April 9 – GLOBAL RACIAL & ETHNIC ISSUES. Winant, pp. 133-146 and 177-288. Tenth paper is due.

By April 16 – GLOBAL RACIAL & ETHNIC ISSUES. Chua, pp. 1-122. Eleventh paper is due. All papers are due by this date.
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