

CURRICULUM PROPOSAL

APPROVAL PAGE

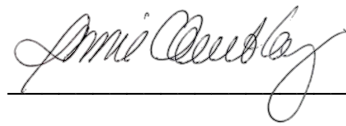
Proposal Title: SPAN 4350 - Literacy and Language in Latine/x communities

College: Liberal Arts

Department: Chicano Studies, Languages, and Linguistics

DEPARTMENT CHAIR- Annie Tremblay

I have read the enclosed proposal and approve this proposal on behalf of the department.



8/20/2026

Signature

Date

COLLEGE CURRICULUM COMMITTEE CHAIR - Selfa Chew-Melendez

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

COLLEGE DEAN – Anadeli Bencomo

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

CURRICULUM CHANGE MEMO

Date: August 20, 2026

From: Elena Foulis, Chicano Studies, Languages, and Linguistics *Elena Foulis*

Through: Annie Tremblay, Chair, Chicano Studies, Languages, and Linguistics *Annie Tremblay*

Through: Anadeli Bencomo, Dean, College of Liberal Arts

To: Selfa Chew-Melendez, Chair, Liberal Arts Undergraduate Curriculum Committee

Proposal Title: SPAN 4350 - Literacy and Language in Latine/x communities

Select the proposal content (select as many as apply) and provide the rationale.

Content

- ☐ New program or ☐ Program Change
- ☐ Bachelor's
 - ☐ Master's
 - ☐ Doctoral/Professional
 - ☐ Certificate
 - ☐ Fast Track
 - ☐ Minor
 - ☐ Concentration/Track
- ☒ New Course
- ☐ Closure (program, certificate, minor, concentration)
- ☐ Change
- ☐ CIP Code
 - ☐ Program/certificate SCH
 - ☐ Course Title
 - ☐ Course Description
 - ☐ Graduate Program Admission Requirements

Rationale

SPAN 4350 provides students with a critical understanding of the linguistic, cultural, racial, and socioeconomic factors that shape the experiences of U.S. Latine populations. As the Spanish-speaking population continues to grow across the United States, particularly in border regions such as El Paso, there is an increasing need for professionals who can communicate effectively across languages and cultures while understanding the

structural factors that influence language use, literacy, and social participation. This course addresses that need by examining bilingualism, language variation, literacy, and inequality within diverse Latine communities.

A central strength of this course is its emphasis on career readiness through experiential and community-engaged learning. Students will serve as tutors for adult English Language Learners through a partnership with El Paso Libraries. This hands-on experience allows students to apply theoretical concepts to real-world contexts while developing highly transferable professional skills. Through their work with adult learners, students will strengthen their abilities in communication, intercultural competence, problem-solving, adaptability, leadership, and collaboration. They will gain practical experience working with linguistically and culturally diverse populations, an increasingly valuable skill set in today's workforce.

The bilingual nature of the course further enhances students' professional preparation. Conducted in both English and Spanish, the course requires students to engage with academic materials, discussions, and writing activities in both languages while practicing reading, writing, speaking, and listening skills. These competencies are highly sought after in fields such as education, healthcare, social services, law, public administration, nonprofit organizations, business, community outreach, and government agencies. Students graduate from the course with demonstrated experience using bilingual communication skills in professional and community settings.

In addition, the course helps students develop an understanding of literacy as a social and economic issue. By examining how literacy levels affect individuals' ability to access services, participate in civic life, achieve educational goals, and navigate institutions, students gain insight into challenges that many communities face. This knowledge prepares graduates to work ethically and effectively with diverse populations and contributes to the development of culturally responsive professionals.

Ultimately, Spanish 4350 aligns with institutional goals of student success, community engagement, and workforce preparation. By combining academic study with meaningful service-learning experiences, the course equips students with both disciplinary knowledge and practical skills that enhance their career readiness while fostering civic responsibility and community impact. Students leave the course better prepared to serve multilingual communities and to succeed in professions that increasingly value bilingualism, cultural competency, and applied experience.

COURSE ADD

All fields below are required

Add additional Course Add forms as needed

College: Liberal Arts

Department: Chicano Studies, Languages, and Linguistics

Effective Term: Fall 2027

Rationale for adding the course: Spanish 4350 provides students with a critical understanding of the linguistic, cultural, racial, and socioeconomic factors that shape the experiences of U.S. Latine populations. As the Spanish-speaking population continues to grow across the United States, particularly in border regions such as El Paso, there is an increasing need for professionals who can communicate effectively across languages and cultures while understanding the structural factors that influence language use, literacy, and social participation. This course addresses that need by examining bilingualism, language variation, literacy, and inequality within diverse Latine communities.

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All fields below are required

Subject Prefix and # SPAN 4350

Title (29 characters or fewer): Literacy and Lang. in Latinx communities

Dept. Administrative Code : 0616

[CIP Code](#) 16.0905.00

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☐ Online ☒ Hybrid

Course minimum grade: if N leave blank, if Y provide grade Y D

- How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and 2-3 keywords (600 characters maximum):

This course examines how race and ethnicities, along with socio-economic backgrounds of each Latine group, impacts their experiences with language.

Keywords: Spanish grammar, Spanish in real contexts

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | |
|--|---|
| ☒ A Lecture | ☐ H Thesis |
| ☐ B Laboratory | ☐ I Dissertation |
| ☐ C Practicum | ☐ K Lecture/Lab Combined |
| ☐ D Seminar | ☐ O Discussion or Review (Study Skills) |
| ☐ E Independent Study | ☐ P Specialized Instruction |
| ☐ F Private Lesson | ☐ Q Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.

Course Syllabus

SPAN 4350: Literacy and Language in Latine/x communities

Course Description

This course examines how race and ethnicities, along with socio-economic backgrounds of each Latine group, impacts their experiences with language. US Latine populations may be bilingual in Spanish and English or monolingual in one of those languages. Within both native-born and immigrant groups, however, low literacy levels (the ability to read and write) affect their ability to function in society, achieve personal goals, and develop their full knowledge and potential. This course will be in English and Spanish. Additionally, while most of our readings will be in English, some of our readings and writing activities will be also done in Spanish. In addition to writing, we will practice the skills of reading, speaking, and listening. In this course, students will be partnered with El Paso Libraries as tutors with adult English Language Learners (ELL or ESL), as part of the learning experience into these topics.

Assessment statements

Writing and Related Skills

Goals/Rationale

Writing courses across disciplines develop students' skills in writing, reading, critical thinking, and oral expression.

Learning objectives:

1. Students learn to identify the diversity within the US Latina/o/e/x populations.
2. Students examine the role of race, ethnicity and socio-economic backgrounds affect literacy experiences
3. Students apply intermediate to advanced skills in expository writing.
4. Students demonstrate critical thinking through written and oral expression.
5. Students retrieve and use written information analytically and effectively.

Course meets goals:

1. Students investigate ethnicity and race and related categories through required readings, class discussions, service-learning activities, and writing assignments.
2. Students will complete three formal writing assignments.
3. Students will keep a reflective journal of their tutoring experiences with English adult learners.
4. Students explore their own attitudes and values by comparing them with those of their literacy partners at El Paso Libraries, as well as the attitudes and values presented in required readings and class discussions. Through the process of reflection, they will discover how social diversity shapes their attitudes and values.

Required Textbooks

The Spanish Language in the United States: Rootedness, Racialization, and Resistance. United Kingdom, Taylor & Francis, 2022.
Janks, Hilary. *Literacy and Power.* Routledge, 2010.

* Additional readings will also be posted on BLACKBOARD

Community Engagement

In community engagement courses, students work with a community partner and reflect on that experience, as well as on the social issues associated with the partner organization. In this service-learning setting, you will learn about contexts for multilingual literacy that are different from those you have encountered in academic classrooms.

In addition to meeting on campus twice a week, you will act as a literacy partner for an adult learner of English as a Second Language at ESOL centers across the city, including UTEP ESOL students. You must complete at least **20 hours outside** of class working with your community partner.

Classroom Learning

For the on-campus component of the course, you will read and discuss essays and articles from the course textbooks and write about issues related to literacy, second-language learning, Latinx/e, and immigration to the U.S. from Spanish-speaking countries. By connecting your practical experience with the reading, writing, and discussion in class, we will conduct a rich investigation of literacy from different perspectives. The majority of the assigned readings are in English, but some are in Spanish. Classroom discussions and writing assignments will be both in English and Spanish.

In addition to the content described above, you will also receive instruction in writing, use of the UTEP libraries and Internet resources, and how to document and cite your sources using the Modern Language Association (MLA) style. Prior to each writing project there will be an in-class writing activity in which you will study writing models, vocabulary, and structures appropriate to the project. After you write the first version of each project, you will receive feedback from your classmates through small-group peer editing activities and written feedback from your instructor. Afterwards, you will revise and resubmit your project. The final grade for each project is the average of the first and second versions.

Learning tasks/grading

20% Class participation, engagement, community building
10% Writing project 1 (description of research question) (In Spanish)
15% Writing project 2 (review of literature, models, or components) (In Spanish)
15% Writing project 3 (In Spanish)
10% Podcast (In Spanish, English or Spanglish)
30% Reflective journals (learning through community-based service) (In Spanish, English or Spanglish)
100%

Grading Scale

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

Writing Projects

As part of your study of Latinx/e and literacy, you will complete three writing projects in English or Spanish in which you apply your reading, your practice of working with an ESL program, and independent research.

- **Project 1:** Choose a question about literacy that you want to investigate. It can be a topic that arises from your tutoring at ESL centers, the assigned readings, or another experience in your life. In your essay, present the question, describe its components, and explain why you are interested in it. **Length:** 3 pages, double-spaced, 12-point Times-New Roman font.
- **Project 2:** Based on the topic that you selected for Project 1, you will conduct a review of related literature using the skills that you have developed and your library visit. In addition to library and Internet resources, you are encouraged to obtain personal communication sources from your ESL program partner(s). Present the information in a coherent essay with appropriate citations and documentation. **Length:** 4-5 pages (undergraduates) 5-7 pages (graduate), double-spaced, 12-point Times-New Roman font.
- **Project 3 and podcast:** Using the sources that you identified in Project 2, you will develop your research question into a full-length position (persuasion) paper. Your argument should be fully supported by different types of resources, including those that you have developed through your work at your ESL program. Appropriate documentation is essential. **Length:** 5-6 pages (undergraduate) 7-8 pages (graduates), double-spaced, 12-point Times-New Roman font. You will turn your writing assignment into a podcast recording of 15-30 minutes (undergraduates) 30-45min (graduates).

Only if you upload the first version of each project on time (specified on BLACKBOARD and the course calendar) will you have the opportunity to write a second version and receive the average of the grades on the two versions. Normally, the second version is handed in one week after you receive the instructor's comments on the first version.

Reflective Journals

Starting on **week 5**, you will have bi-weekly critical reflections due on Wednesdays. After each of your tutoring sessions at **XXXX**, you will write a **one-page** critical reflection in **Spanish or English** on your experience. A reflection is not merely a description of the events, but it includes your feelings and insights into the experience, as well as questions that arise. In other words, you will write about what you are learning from your community engagement experiences. Each journal entry must be word-processed, double-spaced, using 12-point Times-New Roman font. All journals must be turned in via BLACKBOARD. Please check BLACKBOARD for due dates and times.

Participation, Engagement, and Community Building

You are expected to come to class ready to contribute, discuss and dialogue with your peers and professor. Each day, you will be evaluated based on your preparedness and active engagement in the class. Additionally, you will complete 3-5 online discussions and contribute to our class glossary (three new items per student), *do not repeat words*. Each student is expected to provide a word/concept and definition, as described in our readings.

Student Conduct

English and Spanish will be used throughout the semester. During class, you must participate in all activities and discussions in an active and respectful manner. You are expected to arrive to class on time and stay for the entire period. Reading assignments and

other homework should be well prepared before coming to class. Peers, instructors, visitors, and guest speakers are to be treated with respect and courtesy. Cell phones and paging devices must be turned off during class. **Discourtesy, disrespect, and inattentiveness will result in banishment from this course.**

Attendance Policy

Successful progress in this course requires that you keep up with assignments and attend class regularly. Undocumented absences will result in a deduction of two percentage points per absence from the final course grade. Late arrivals and early departures are disruptive, so do not arrive late and stay for the entire class. **Every two late** arrivals/early departures will count as **one unexcused** absence, with the same penalty as outlined above. Tutoring sessions at XXXX fall under the same policy; be aware that if you are absent from a tutoring session, it will have a negative impact on your partner.

NOTE ON ZOOM: This is an in-person class, *occasionally* due to documented illness or other pressing issues, you might request the instructor to allow you to join via Zoom. If requested granted, you are expected to have your camera ON during the class, and to actively participate.

Make-up Work

Make-ups will be permitted only when the instructor is presented with acceptable documentation. Legitimate excused absences include the following: participation in a scheduled activity of an official University organization, verifiable confining illness, serious verifiable family emergencies, subpoenas, jury duty, and military service. It is your responsibility to notify the instructor of any excused absence as far in advance as possible. Work must be made up in a timely manner (e.g. before the next scheduled evaluation). Documentation for excused absences must be presented as soon as possible. No documentation will be accepted after the last day of regularly scheduled classes.

Homework assignments handed in late will receive a 10% discount for each day beyond the due date. In-class activities/discussions are only done in class. **If you are absent or do not participate, you will not have the opportunity to make up those activities and will receive a zero.**

Academic Misconduct

It is the responsibility of the Committee/Office on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct. For additional information, see the Code of Student Conduct <https://www.UTEP.edu/student-rights-and-responsibilities/student-conduct.html> The sanctions for the misconduct can include a failing grade in this course and suspension or expulsion from the university.

Disability Services

Students with disabilities that have been certified by the office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs.

Tentative Calendar

Note: The assigned readings will prepare you for the following class. It is recommended that you take notes as you read to enable you to participate fully in discussion and class activities.

Words Were All We Had= **WWAW**

Date	In class	At Home
Week 1		
	Introduction to the course Lengualistic Algo: Speaking in Tongues IWC presentation/orientation.	<i>Literacy and Power Chapter 1</i> “Words Were all We Had: Reflections on Becoming Biliterate” - WWAW
Week 2		
	<i>Literacy and Power Chapter 1</i> “Words Were all We Had: Reflections on Becoming Biliterate” - WWAW BLACKBOARD	<i>Literacy and Power Chapter 2</i> Paulo Freire, <i>Pedagogy of the Oppressed</i> . (Chapter 2)
	Paulo Freire, <i>Pedagogy of the Oppressed</i> . (Chapter 2)-BLACKBOARD	<i>Literacy and Power Chapter 2</i> El entierro de "Mister Spanish": Prepare for project 1
Week 3		
	<i>Literacy and Power Chapter 2</i> El entierro de "Mister Spanish": In-class writing activities for project 1 Librarian visits class	<i>Literacy and Power Chapter 3</i> View: https://www.youtube.com/watch?v=sHf1cpL6Rjc
	<i>Literacy and Power Chapter 3</i> What is language ideology? San Antonio Public Library (Central) Reflective journal entry First version project 1 due on BLACKBOARD	<i>Literacy and Power Chapter 3</i> DEBUNKING "STANDARD" LANGUAGE Introducing the "language-elsewhere" (Mena & Garcia, 2020) - YouTube Article: “The Language Elsewhere: Friendlier Linguistic Terrorism” BLACKBOARD
Week 4		
	<i>Literacy and Power Chapter 3</i> DEBUNKING "STANDARD" LANGUAGE Introducing the "language-elsewhere" (Mena & Garcia, 2020) - YouTube “The Language Elsewhere: Friendlier Linguistic Terrorism”	<i>Literacy and Power Chapter 4</i>
	NEIGHBORHOOD FIELD EXPLORATION	<i>Literacy and Power Chapter 4</i> “Border Literacies: Con-textos Bilingües.” -WWAW

Week 5

	<i>Literacy and Power Chapter 4</i> “Border Literacies: Con-textos Bilingües.” - WVAW Chávez-Moreno, L. C. (2022). The continuum of racial literacies: Teacher practices countering whitestream bilingual education. <i>Research in the Teaching of English</i>, 57(2), 108-132. https://doi.org/10.58680/rte202232151 BLACKBOARD Writing project 1 final version due	“Global Ill-Literacies: Hip Hop Cultures, Youth Identities, and the Politics of Literacy” BLACKBOARD
	“Global Ill-Literacies: Hip Hop Cultures, Youth Identities, and the Politics of Literacy” Reflective journal entry	<i>Literacy and Power Chapter 4</i> “Literacy as Comida: Learning to Read with Mexican Novelas”- WVAW Recommended: THE DEFICIENCY PERSPECTIVE: A Biography of a (Racist) Worldview

Week 6

	<i>Literacy and Power Chapter 4</i> “Literacy as Comida: Learning to Read with Mexican Novelas”-BLACKBOARD	‘Prayer Books and Hymnals: Textual Stepping Stones to Biliteracy.’ – WVAW
	‘Prayer Books and Hymnals: Textual Stepping Stones to Biliteracy.’ – WVAW BLACKBOARD	<i>Literacy and Power Chapter 5</i>

Week 7

	<i>Literacy and Power Chapter 5</i> In-class writing activities for project 2	<i>Literacy and Power Chapter 5</i> “Obstinate Child.” - WVAW
	<i>Literacy and Power Chapter 5</i> “Obstinate Child.” – WVAW Reflective journal entry	

Week 8

		<i>Literacy and Power Chapter 6</i>
	<i>Literacy and Power Chapter 6</i> First version project 2 due via BLACKBOARD	<i>Literacy and Power Chapter 6</i> Listen:

Week 9

	<i>Literacy and Power Chapter 6</i>	https://www.michigandaily.com/michigan-in-color/a-first-gen-students-reflection-on-dual-identity-and-the-immigrant-experience/
	https://www.michigandaily.com/michigan-in-color/a-first-gen-students-reflection-on-dual-identity-and-the-immigrant-experience/	“ENGLISH IS BROKEN HERE” Junot Díaz ENGLISH IS BROKEN HERE; or MS. S-

	Reflective journal entry BLACKBOARD	
Week 10		
	<u>ENGLISH IS BROKEN HERE; or MS. S-</u> Writing project 2 final version due	"Successful" and "Unsuccessful" Literacies of two Puerto Rican Families in Chicago"- WVAW
	"Successful" and "Unsuccessful" Literacies of two Puerto Rican Families in Chicago"- WVAW Reflective journal entry BLACKBOARD	"Subtracting Spanish and Forcing English: My lived Experience in Texas Public Schools"-BLACKBOARD
Week 11		
	<i>Literacy and Power Chapter 7</i> "Subtracting Spanish and Forcing English: My lived Experience in Texas Public Schools"- BLACKBOARD	<i>Literacy and Power Chapter 7</i> "Borinquen Querido: Growing up Bilingual in a Military Family"- WVAW
	<i>Literacy and Power Chapter 7</i> "Borinquen Querido: Growing up Bilingual in a Military Family"- WVAW Reflective journal entry BLACKBOARD	<i>Literacy and Power Chapter 7</i>
Week 12		
	<i>Literacy and Power Chapter 7</i> First version project 3	<i>Literacy and Power Chapter 8</i>
	<i>Literacy and Power Chapter 8</i> Reflective journal entry	<i>Literacy and Power Chapter 8</i>
Week 13		
	<i>Literacy and Power Chapter 8</i>	<i>Literacy and Power Chapter 9</i>
	<i>Literacy and Power Chapter 9</i> Reflective journal entry BLACKBOARD	<i>Literacy and Power Chapter 9</i>
Week 14		
	<i>Literacy and Power Chapter 9</i> Writing project 3 final version due	MAKE STUDIO RESERVATIONS
	Project 3 Podcast, questions, and practice Reflective journal entry BLACKBOARD	Work on podcast questions, and practice RESERVE STUDIO
Week 15		
	Project 3 Podcast recordings RESERVE STUDIO Reflective journal entry BLACKBOARD	Work on audio editing of podcast
Final		
Your podcast is due via BLACKBOARD		

Degree Plan: BA in Spanish, Concentration in Applied Linguistics

Required Credits: 120

Code	Title	Hours
Minor Required		
This program requires selection of a minor		
University Core Curriculum		
Complete the University Core Curriculum requirements.		42
Required Courses:		
CHIC 2311	Intro to Chicano Studies	3
LING 2320	Introduction to Human Language	3
SPAN 3300	Crt Analysis of Hisp Lit & Cul	3
SPAN 3357	Advanced Spanish Composition	3
Select one from the following:		3
SPAN 3304	Span Amer Lit Since Modernism	
SPAN 3309	Structure of Spanish	
SPAN 3311	Spanish Phonetics & Phonology	
SPAN 3312	Pedagogical Issues in Spanish	
SPAN 3316	Spanish in the U.S.	
SPAN 3325	Confluence Mex & Chicano Lit	
SPAN 3330	Latin American Civilization	
SPAN 3345	Spanish/Latin American Film	
Select two SPAN courses at or above the 2000 level: ¹		6
Concentration in Applied Linguistics		
Select two from the following:		6
SPAN 3309	Structure of Spanish	
SPAN 3311	Spanish Phonetics & Phonology	
SPAN 3312	Pedagogical Issues in Spanish	
SPAN 3316	Spanish in the U.S.	
Select three from the following:		9
LING 3308	Second Language Teaching	
LING 3357	Sociolinguistics & Bilingualism	
LING 4306	Child Language Acquisition	
LING 4348	Second Language Acquisition	
SPAN 3309	Structure of Spanish	
SPAN 3311	Spanish Phonetics & Phonology	
SPAN 3312	Pedagogical Issues in Spanish	
SPAN 3316	Spanish in the U.S.	
SPAN 4350	Literacy and Language in Latine/x communities	
Optional Minor - All-Levels Education Minor ²		
Required Courses:		
BED 4317	Tch & Empwr ELLs in Sec Schls	3
EDPC 3300	Intro to Youth Dev & Spec Ed	3
LING 3308	Second Language Teaching	3

Code	Title	Hours
RED 3342	Content Area Literacy	3
SCED 3311	Curriculum Plan-Secondary Schl	3
SCED 4691	Student Teaching in Sec School	6
Open Electives		
Select additional hours to complete a total of one hundred twenty hours		
Foreign Language		
Select six credits of Foreign Language. All six credits must be in the same language sequence.		6
Block Electives		
Complete twelve upper-division hours from the blocks below, with three to six hours in each		
Total Hours		120
Course List		

Degree Plan: BA in Spanish, Concentration in Literature and Culture

Required Credits: 120

Code	Title	Hours
Minor Required		
This program requires selection of a minor		
University Core Curriculum		
Complete the University Core Curriculum requirements.		42
Required Courses:		
CHIC 2311	Intro to Chicano Studies	3
LING 2320	Introduction to Human Language	3
SPAN 3300	Crt Analysis of Hisp Lit & Cul	3
SPAN 3357	Advanced Spanish Composition	3
Select one from the following:		3
SPAN 3304	Span Amer Lit Since Modernism	
SPAN 3309	Structure of Spanish	
SPAN 3311	Spanish Phonetics & Phonology	
SPAN 3312	Pedagogical Issues in Spanish	
SPAN 3316	Spanish in the U.S.	
SPAN 3325	Confluence Mex & Chicano Lit	
SPAN 3330	Latin American Civilization	
SPAN 3345	Spanish/Latin American Film	
Select two SPAN courses at or above the 2000 level: ¹		6
Concentration in Literature and Culture		
Select two from the following:		6
SPAN 3320	Culture & Civilization-Spain	
SPAN 3330	Latin American Civilization	
SPAN 3345	Spanish/Latin American Film	
SPAN 3347	Politics Gender & Sexualities	
SPAN 3348	Travel in SPAN-Spkng Contxts	
Select three from the following:		9
SPAN 3301	Spanish Literature Before 1700	
SPAN 3302	Latin Amer Lit to Modernism	
SPAN 3303	Spanish Lit Since 1700	
SPAN 3304	Span Amer Lit Since Modernism	
SPAN 3320	Culture & Civilization-Spain	
SPAN 3325	Confluence Mex & Chicano Lit	
SPAN 3326	Hispanic Graphic Novel	
SPAN 3330	Latin American Civilization	
SPAN 3345	Spanish/Latin American Film	
SPAN 3347	Politics Gender & Sexualities	
SPAN 3348	Travel in SPAN-Spkng Contxts	
SPAN 3360	Al-Andalus:Cult. Muslim Spain	
SPAN 4320	Popular Cult in Latin Am/Spain	

Code	Title	Hours
SPAN 4324	Literature of Mexico	
SPAN 4328	Golden Age Drama	
SPAN 4335	19th Century Spanish Literatur	
SPAN 4339	The Short Story	
SPAN 4341	Modern Drama	
SPAN 4350	Literacy and Language in Latine/x communities	
SPAN 4358	20th Century Spanish Literat	
SPAN 4360	20th 21st Cen Latin Amer Novel	
SPAN 4361	Cervantes	
SPAN 4363	Latin American Poetry	
SPAN 4390	Topics in Spanish	
Optional Minor - All-Levels Education Minor ²		
Required Courses:		
BED 4317	Tch & Empwr ELLs in Sec Schls	3
EDPC 3300	Intro to Youth Dev & Spec Ed	3
LING 3308	Second Language Teaching	3
RED 3342	Content Area Literacy	3
SCED 3311	Curriculum Plan-Secondary Schl	3
SCED 4691	Student Teaching in Sec School	6
Open Electives		
Select additional hours to complete a total of one hundred twenty hours		
Foreign Language		
Select six credits of Foreign Language. All six credits must be in the same language sequence.		6
Block Electives		
Complete twelve upper-division hours from the blocks below, with three to six hours in each		12
Total Hours		120
Course List		

Degree Plan: BA in Spanish, Concentration in Chicano Studies

Required Credit: 120

Code	Title
Minor Required	
This program requires selection of a minor	
University Core Curriculum	
Complete the University Core Curriculum requirements.	
Required Courses:	
CHIC 2311	Intro to Chicano Studies
LING 2320	Introduction to Human Language
SPAN 3300	Crt Analysis of Hisp Lit & Cul
SPAN 3357	Advanced Spanish Composition
Select one from the following:	
SPAN 3304	Span Amer Lit Since Modernism
SPAN 3309	Structure of Spanish
SPAN 3311	Spanish Phonetics & Phonology
SPAN 3312	Pedagogical Issues in Spanish
SPAN 3316	Spanish in the U.S.
SPAN 3325	Confluence Mex & Chicano Lit
SPAN 3330	Latin American Civilization
SPAN 3345	Spanish/Latin American Film
Select two SPAN courses at or above the 2000 level: ¹	
Concentration in Chicano Studies	
CHIC 3311	Chicano Studies: Societal Issu
Select two from the following:	
CHIC 3301	La Chicana
CHIC 3302	Chicano Cinema
CHIC 3304	Chicano/Latino Music in the US
CHIC 3305	Chic Ident Form:Race,Class&Gen
Select two from the following:	
CHIC 2302	Latina/o Presence in the U.S.
CHIC 3301	La Chicana
CHIC 3302	Chicano Cinema
CHIC 3303	Border Image in Mexican Film
CHIC 3304	Chicano/Latino Music in the US
CHIC 3305	Chic Ident Form:Race,Class&Gen
CHIC 3339	Cultural Diversity & Youth: US
CHIC 3345	The Roots of Latina/o Hip Hop
CHIC 4301	Chicano Legal History
CHIC 4306	Comm Formation on US/MX Border
CHIC 4308	Chicana/o Thought
CHIC 4309	American Immigration & Soc Jus
CHIC 4350	Topics in Chicano Studies
SPAN 4350	Literacy and Language in Latine/x communities
Optional Minor - All-Levels Education Minor ²	
Required Courses:	
BED 4317	Tch & Empwr ELLs in Sec Schls
EDPC 3300	Intro to Youth Dev & Spec Ed
LING 3308	Second Language Teaching

Code	Title
RED 3342	Content Area Literacy
SCED 3311	Curriculum Plan-Secondary Schl
SCED 4691	Student Teaching in Sec School

Open Electives

Select additional hours to complete a total of one hundred twenty hours

Foreign Language

Select six credits of Foreign Language. All six credits must be in the same language sequence.

Block Electives

Complete twelve upper-division hours from the blocks below, with three to six hours in each

Total Hours

Course List

1

Up to two (2) Spanish courses taken to complete the foreign language requirement can be used to fulfill this section of the Spanish major, however, the hours will only count once towards the degree's credit hour requirement.

OR (if an exception is approved)

Up to three (3) lower division Spanish courses taken to complete the foreign language requirement can be used to fulfill this section of the Spanish major, however, the hours will only count once towards the degree's credit hour requirement.

2

Background Check Required.

A complete background check is required of all students who wish to receive teacher certification in the State of Texas. Students will be required to pass a background check before certification will be conferred by the State Board of Educator Certification (SBEC).

Degree Plan: Minor in Spanish

Code	Title	Hours
Required Courses:		
SPAN 3357	Advanced Spanish Composition	3
SPAN Electives:		
Select six hours of upper-division SPAN		6
Minor Electives:		
Select nine additional hours of SPAN at any level ¹		9
Total Hours		18
Course List		

Upper-Division SPAN

Code	Title	Hours
SPAN 3300	Crt Analysis of Hisp Lit & Cul	3
SPAN 3301	Spanish Literature Before 1700	3
SPAN 3302	Latin Amer Lit to Modernism	3
SPAN 3303	Spanish Lit Since 1700	3
SPAN 3304	Span Amer Lit Since Modernism	3
SPAN 3309	Structure of Spanish	3
SPAN 3311	Spanish Phonetics & Phonology	3
SPAN 3312	Pedagogical Issues in Spanish	3
SPAN 3315	History of Spanish Language	3
SPAN 3320	Culture & Civilization-Spain	3
SPAN 3325	Confluence Mex & Chicano Lit	3
SPAN 3326	Hispanic Graphic Novel	3
SPAN 3330	Latin American Civilization	3
SPAN 3345	Spanish/Latin American Film	3
SPAN 3347	Politics Gender & Sexualities	3
SPAN 3348	Travel in SPAN-Spkng Contxts	3
SPAN 3360	Al-Andalus:Cult. Muslim Spain	3
SPAN 3390	Special Topics in Spanish	3
SPAN 4301	Methods Foreign Lang Instruc	3
SPAN 4320	Popular Cult in Latin Am/Spain	3
SPAN 4324	Literature of Mexico	3
SPAN 4328	Golden Age Drama	3
SPAN 4335	19th Century Spanish Literatur	3
SPAN 4339	The Short Story	3
SPAN 4341	Modern Drama	3
SPAN 4350	<u>Literacy and Language in Latine/x communities</u>	<u>3</u>
SPAN 4358	20th Century Spanish Literat	3
SPAN 4360	20th 21st Cen Latin Amer Novel	3
SPAN 4361	Cervantes	3
SPAN 4363	Latin American Poetry	3
SPAN 4390	Topics in Spanish	3

Course List

Minor Electives

Code	Title	Hours
SPAN 1301	Spanish One	3
SPAN 1302	Spanish Two	3
SPAN 1601	Intensive Elementary Spanish	6
SPAN 2301	Interm Spanish One Non-Nat Spk	3
SPAN 2302	Interm Spanish Two Non-Nat Spk	3
SPAN 2303	Spanish For Spanish Spkrs One	3
SPAN 2304	Spanish for Spanish Spkrs Two	3
SPAN 2340	Seeing & Naming: Conversations	3
SPAN 2602	Intensive Intermediate Spanish	6
SPAN 2603	Intensive Span for Span Speak	6
SPAN 3300	Crt Analysis of Hisp Lit & Cul	3
SPAN 3301	Spanish Literature Before 1700	3
SPAN 3302	Latin Amer Lit to Modernism	3
SPAN 3303	Spanish Lit Since 1700	3
SPAN 3304	Span Amer Lit Since Modernism	3
SPAN 3309	Structure of Spanish	3
SPAN 3311	Spanish Phonetics & Phonology	3
SPAN 3312	Pedagogical Issues in Spanish	3
SPAN 3315	History of Spanish Language	3
SPAN 3320	Culture & Civilization-Spain	3
SPAN 3325	Confluence Mex & Chicano Lit	3
SPAN 3326	Hispanic Graphic Novel	3
SPAN 3330	Latin American Civilization	3
SPAN 3345	Spanish/Latin American Film	3
SPAN 3347	Politics Gender & Sexualities	3
SPAN 3348	Travel in SPAN-Spkng Contxts	3
SPAN 3360	Al-Andalus:Cult. Muslim Spain	3
SPAN 3390	Special Topics in Spanish	3
SPAN 4301	Methods Foreign Lang Instruc	3
SPAN 4320	Popular Cult in Latin Am/Spain	3
SPAN 4324	Literature of Mexico	3
SPAN 4328	Golden Age Drama	3
SPAN 4335	19th Century Spanish Literatur	3
SPAN 4339	The Short Story	3
SPAN 4341	Modern Drama	3
SPAN 4350	Literacy and Language in Latine/x communities	3
SPAN 4358	20th Century Spanish Literat	3
SPAN 4360	20th 21st Cen Latin Amer Novel	3
SPAN 4361	Cervantes	3
SPAN 4363	Latin American Poetry	3
SPAN 4390	Topics in Spanish	3

Course List

Degree Plan: Major in Chicano Studies

Required Credits: 120

Code	Title	Hours
Minor Required		
This program requires the selection of a minor.		18
University Core Curriculum		
Complete the University Core Curriculum requirements.		42
Chicano Studies Major		
Required Courses:		
CHIC 3302 or CHIC 3304 or CHIC 3344	Chicano Cinema Chicano/Latino Music in the US Chicana/o Theatre	3
CHIC 2311	Intro to Chicano Studies	3
ENGL 3310	Chicana/o Literature	3
HIST 3309	Mexican-American History	3
POLS 4313 or POLS 4315	Southwestern Border Politics Latinos In Amer Political Syst	3
Select one of the following sequences:		6
SPAN 2301 & SPAN 2302	Interm Spanish One Non-Nat Spk and Interm Spanish Two Non-Nat Spk	3
SPAN 2303 & SPAN 2304	Spanish For Spanish Spkrs One and Spanish for Spanish Spkrs Two	
Select one course from the following:		3
ANTH 3325	Chicanos & Mexicans in the U.S	3
CHIC 4301	Chicano Legal History	
CHIC 4304	Envir. Just. & Min. Comm U.S.	
CHIC 4308	Chicana/o Thought	
CHIC 4309	American Immigration & Soc Jus	
LABS 3301	The Border	
PHIL 2313	Chicanos and American Thought	
SOCI 3325	Chicanos & Mexicans in the U.S	
SPAN 3320	Culture & Civilization-Spain	
SPAN 3330	Latin American Civilization	
Select one course from the following:		3
CHIC 3335	Regional Mexican Music	9
CHIC 3343	Latino/a Voices in Perf Activi	
CHIC 3344	Chicana/o Theatre	
CHIC 3345	The Roots of Latina/o Hip Hop	
CHIC 3346	Dances of Mexico and Spain	
CHIC 3347	AmerCinema of the US-Mex Bord	
ENGL 3374	Folklore Of Mexican American	
THEA 3335	Latinx/Latine Theatre	
Select three courses from the following:		9
ANTH 3326	Migration	9
BED 4340	Principles of Bilingual/ESL Ed	

Code	Title	Hours
CHIC 2302	Latina/o Presence in the U.S.	
CHIC 3301	La Chicana	
CHIC 3303	Border Image in Mexican Film	
CHIC 3305	Chic Ident Form:Race,Class&Gen	
CHIC 3311	Chicano Studies: Societal Issu	
CHIC 3335	Regional Mexican Music	
CHIC 3339	Cultural Diversity & Youth: US	
CHIC 3347	AmerCinema of the US-Mex Bord	
CHIC 4301	Chicano Legal History	
CHIC 4304	Envir. Just. & Min. Comm U.S.	
CHIC 4306	Comm Formation on US/MX Border	
CHIC 4307	Hispanic Entrepreneurship	
CHIC 4308	Chicana/o Thought	
CHIC 4309	American Immigration & Soc Jus	
CHIC 4350	Topics in Chicano Studies	
CHIC 4450	Topics in Chicano Studies	
HIST 3342	The Spanish Borderlands	
HIST 3350	Modern Mexico	
HIST 3390	History, Special Topics	
LABS 3301	The Border	
POLS 4313	Southwestern Border Politics	
POLS 4339	US-Latin American Relations	
SOCI 3326	Migration	
SPAN 3325	Confluence Mex & Chicano Lit	
SPAN 4350	<u>Literacy and Language in Latine/x communities</u>	
Term Paper:		
A writing assignment with a minimum grade of B in an upper-division major course must be on file in the Chicano Studies office		
Open Electives		
Select additional hours to complete a total of one hundred twenty hours		
Foreign Language		
Select six credit of Foreign Language. All six credits must be in the same language sequence. Spanish required.		6
Block Electives		
Complete twelve upper-division hours from the blocks below, with three to six hours in each		12
Total Hours		120
Course List		

Degree Plan: Minor in Chicano Studies

Code	Title	Hours
Required Courses:		
CHIC 2311	Intro to Chicano Studies	3
Select five courses from the following:		15
ANTH 3325	Chicanos & Mexicans in the U.S	
ANTH 3326	Migration	
ANTH 3330	Language/Power on the Border	
BED 4340	Principles of Bilingual/ESL Ed	
CHIC 2302	Latina/o Presence in the U.S.	
CHIC 3301	La Chicana	
CHIC 3302	Chicano Cinema	
CHIC 3303	Border Image in Mexican Film	
CHIC 3304	Chicano/Latino Music in the US	
CHIC 3305	Chic Ident Form:Race,Class&Gen	
CHIC 3311	Chicano Studies: Societal Issu	
CHIC 3335	Regional Mexican Music	
CHIC 3339	Cultural Diversity & Youth: US	
CHIC 3343	Latino/a Voices in Perf Activi	
CHIC 3344	Chicana/o Theatre	
CHIC 3345	The Roots of Latina/o Hip Hop	
CHIC 3347	AmerCinema of the US-Mex Bord	
CHIC 4301	Chicano Legal History	
CHIC 4304	Envir. Just. & Min. Comm U.S.	
CHIC 4306	Comm Formation on US/MX Border	
CHIC 4307	Hispanic Entrepreneurship	
CHIC 4308	Chicana/o Thought	
CHIC 4350	Topics in Chicano Studies	
CHIC 4450	Topics in Chicano Studies	
ENGL 3310	Chicana/o Literature	
ENGL 3374	Folklore Of Mexican American	
HIST 3309	Mexican-American History	
LABS 3301	The Border	
POLS 4315	Latinos In Amer Political Syst	
SOCI 3325	Chicanos & Mexicans in the U.S	
SOCI 3326	Migration	
SOCI 3330	Language/Power on the Border	
SPAN 3320	Culture & Civilization-Spain	
SPAN 3325	Confluence Mex & Chicano Lit	
SPAN 3330	Latin American Civilization	
SPAN 4350	Literacy and Language in Latine/x communities	
THEA 3335	Latinx/Latine Theatre	

Total Hours

Course List