

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM AREA

SPANISH (HUMANITIES & SOCIAL SCIENCES)

1. Catalog Description of the Course. [Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of \_\_\_ units); time distribution (Lecture 3\_ hours, laboratory \_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]

SPAN 101: ELEMENTARY SPANISH I (4)

Four hours of lecture per week.

This course addresses the development of basic functional proficiency in the Spanish language. As students develop their listening, speaking, reading and writing skills, they acquire knowledge about cultural similarities and differences between the U.S. and the Spanish-speaking world. Not intended for students with more than two years of high school Spanish or credit in college level Spanish.

GenEd: C3a

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	4	1	15
Seminar			
Laboratory			
Activity			

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) [Use as much space as necessary]

This course would: 1) be a General Education course in Category C: Art, Literature, Languages and Cultures, subcategory C-3a: Languages; 2) fulfill the current second language graduation requirement; 3) provide the background preparation toward the proposed Spanish minor; 4) be a general elective. The course would be of interest to incoming freshmen as well as transfer students.

Learning Objectives:

A partial list of what students will be able to do, in Spanish, includes:

- learn basic geography and demographic information about the Spanish-speaking world
- ask, answer and report on basic information about classmates’ names, places of origin, classes, and majors
- describe, ask and answer questions and make comparison related to people’s daily routines in the U.S. and the Spanish-speaking world

- express (orally and in writing) time of day, days of the week, months and seasons of the year
- describe the weather and relate it to leisure time activities
- ask and answer questions about last night's and last week's activities
- match key historical events (re: Spain and the Americas) with their year of occurrence
- ask classmates about their family trees and draw and label them
- explore the concept of the individual and of the family from the student's perspective, the national perspective, and the Hispanic perspective
- examine changing family size and life expectancy in U.S. and in several Spanish-speaking countries
- describe (orally and in writing) people's physical appearance and understand descriptions given by others
- examine the diverse ethnicities found in the Spanish-speaking world (e.g., Spain, Dominican Republic, Bolivia)
- describe (orally and in writing) meals, with basic foods and snacks
- examine how some eating habits and table manners in Spanish-speaking countries differ from those in the U.S.
- gain familiarity with the art work of several Hispanic artists.

**4. Is this a General Education Course**                      **YES**                      **NO**  
**If Yes, indicate GE category:**

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
<b>C (Fine Arts, Literature, Languages &amp; Cultures)</b>	<b>C3a</b>
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	

**5. Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

- Who Are You?
  - Introductions
  - Areas of study, classes, and majors
  - Describing likes/dislikes
  - Spanish in the U.S. and Abroad: Basic geographic and demographic information
- What's your routine?
  - Daily routines
  - Days of the week, time of day
  - Cultural Activity Patterns in U.S. and Hispanic world
- What do you do on weekends?
  - Typical weekend activities
  - Adverbs of frequency
  - More on likes and dislikes
  - Seasons in the Northern and Southern Hemispheres
  - Weather, Months, Seasons of the year
- What did you do yesterday?
  - Activities related to yesterday or last week
- What's your family like?
  - Nuclear and extended family vocabulary and expressions
  - Use of Hispanic names
  - Concept of individual and family among U.S. and several Spanish-speaking countries
- Who do you resemble?

- a. Physical features vocabulary
- b. Diverse physical characteristics of Heritage Spanish Speakers
- 7. And family size?
  - a. Age and years vocabulary 30-2003
  - b. Matching historical events with their correct year
  - c. Life expectancy rates in various countries
  - d. Changing family size in various countries
- 8. What do you usually eat?
  - a. Basic foods and snacks vocabulary
  - b. Comparing U.S. breakfast with Spanish breakfast
  - c. Compare/Contrast meals and other eating habits among U.S. and other Spanish-speaking countries
- 9. What do you do with your arms? [Table manners]
  - a. Talking about eating at the table
  - b. Cultural differences related to restaurants
  - c. Cultural differences related to table manners

Note: Sample art work shared throughout the course (e.g., Frida Kahlo, El Greco, Carmen Lomas Garza, Picasso)

**6. References.** [Provide 3 - 5 references on which this course is based and/or support it.]

- 1. VanPatten, Bill, et al. 2002. *Vistazos: Un curso breve*. New York: McGraw-Hill. [textbook]
- 2. VanPatten, Bill, et al. 2002. *Manual que acompaña Vistazos: Un curso breve*. New York: McGraw-Hill. [workbook/lab manual]
- 3. VanPatten, Bill, et al. 2002. *Student Audio CD Program to Accompany Vistazos: Un curso breve*. New York: McGraw-Hill. [used with workbook/lab manual]

**7. List Faculty Qualified to Teach This Course.**

Terry L. Ballman  
Spanish Faculty

**8. Frequency.**

a. Projected semesters to be offered:    Fall   X      Spring   X      Summer  
\_\_\_\_\_

**9. New Resources Required.**

a. No new resources are required.

**10. Consultation.**

Attach consultation sheet from all program areas, Library, and others (if necessary)  
n/a

**11.** If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification. n/a

Terry L. Ballman  
Proposer of Course

January 6, 2003  
Date