

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2010, and finalized by the end of the fall semester to make the next catalog (2011-12) production

DATE (CHANGE DATE EACH TIME REVISED): OCTOBER 2010; REV 01.03.11

PROGRAM AREA(S): SPANISH

Directions: All of sections of this form must be completed for course modifications. Use **YELLOWED** areas to enter data. All documents are stand alone sources of course information.

1. Course Information.

[Follow accepted catalog format.] (Add additional prefixes i f cross-listed)

OLD

Prefix SPAN Course# 101 Title Elementary Spanish I Units (4)

4 hours lecture per week

hours blank per week

Prerequisites:

Consent of Instructor Required for Enrollment

Corequisites:

Catalog Description (Do not use any symbols): 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. Students who are native speakers or with two or more years of high school Spanish taken within the last three years or with credit in college level Spanish will be required to take a higher level Spanish course.

General Education Categories C3-A	Graded CR/NC	Repeatable for up to units
Lab Fee Requested	x A - F	Total Completions
Course Level:	Optional (Student's choice)	Multiple Enrollment in same semester
X Undergraduate		
Post-bac/Credential		
Graduate		

NEW

Prefix SPAN Course# 101 Title Elementary Spanish I Units (4)

4 hours lecture per week

hours blank per week

Prerequisites:

Consent of Instructor Required for Enrollment

Corequisites:

Catalog Description (Do not use any symbols): Develops 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 for native Spanish speakers or those with two or more years of high school Spanish within the last three years, or those with college level Spanish.

General Education Categories C3-A	Graded CR/NC	Repeatable for up to units
Lab Fee Requested	x A - F	Total Completions
Course Level:	Optional (Student's choice)	Multiple Enrollment in same semester
X Undergraduate		
Post-bac/Credential		
Graduate		

2. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____
(Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	4	1	30	x	Lecture	4	1	30	x	
Seminar		1			Seminar		1			
Lab		3			Lab		3			
Activity		2			Activity		2			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					

3. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

- A-1 Oral Communication
- A-2 English Writing
- A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

- B-1 Physical Sciences
- B-2 Life Sciences – Biology
- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

- C-1 Art
- C-2 Literature Courses

X C-3a Language

C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement

Meets University Language Requirement

American Institutions, Title V Section 40404: Government US Constitution US History
Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

4. Justification and Requirements for the Course. *[Make a brief statement to justify the need for the course]*

OLD

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.

NEW

Same as listed in “OLD”.

Requirement for the Major/Minor
Elective for the Major/Minor
Free Elective

Requirement for the Major/Minor
Elective for the Major/Minor
Free Elective

Submit Program Modification if this course changes your program.

5. Student Learning Outcomes. (List in numerical order. You may wish to visit resource information at the following website: <http://senate.csuci.edu/comm/curriculum/resources.htm>)

Upon completion of the course, the student will be able to:

OLD

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

Upon completion of the course, the student will be able to:

NEW

Ask and answer questions and report orally and in writing to demonstrate basic functional proficiency

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.

Students with two or more years of high school Spanish taken within the last three years not receive GE credit for SPAN 101. Several reasons for this are:

—•For students with 2+ years of high school Spanish taken within the last 3 years, SPAN 101 would be a review. These students should not receive GE credit for material they covered in high school.

————•Students with this background intimidate other students who are novices at Spanish and who need to be in SPAN 101.

————•Some universities do not give GE credit for SPAN 101 (e.g., CSU San Bernardino, Sonoma State).

————•Other universities stipulate that SPAN 101 not be available for credit (GE or college credit) to students with two or more years of Spanish within the last three years (e.g., CSU Chico).

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.

in Spanish.

Describe similarities and differences between the U. S. and Spanish-speaking cultures.

6. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

1. Who Are You?

————a. Introductions

NEW

1. Introductory Concepts

a. Greetings and introducing oneself

- _____ b. Areas of study, classes, and majors
 - _____ c. Describing likes/dislikes
 - _____ d. Spanish in the U.S. and Abroad: Basic geographic and demographic information
 - 2. What's your routine?
 - _____ a. Daily routines
 - _____ b. Days of the week, time of day
 - _____ c. Cultural Activity Patterns in U.S. and Hispanic world
 - 3. What do you do on weekends?
 - _____ a. Typical weekend activities
 - _____ b. Adverbs of frequency
 - _____ c. More on likes and dislikes
 - _____ d. Seasons in the Northern and Southern Hemispheres
 - _____ e. Weather, Months, Seasons of the year
 - 4. What did you do yesterday?
 - _____ a. Activities related to yesterday or last week
 - 5. What's your family like?
 - _____ a. Nuclear and extended family vocabulary and expressions
 - _____ b. Use of Hispanic names
 - _____ c. Concept of individual and family among U.S. and several Spanish-speaking countries
 - 6. 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)

- b. Areas of study, classes, and majors
- c. Describing likes/dislikes
- d. Spanish in the U.S. and Abroad: Basic geographic and demographic information
- e. Descriptive and possessive adjectives
- f. Using the verbs "ser" and "hay"
- g. Numbers from 0-30

2. Concepts of Everyday Life

- a. Daily routines and activities
- b. Days of the week, time of day
- c. Expressing needs
- c. Cultural Activity Patterns in U.S. and Hispanic world

world

3. Leisure Time

- a. Typical weekend activities
- b. Adverbs of frequency
- c. Weather and seasons
- d. Using "ir" to talk about future plans
- e. Talking about the activities of more than one person

4. Speaking about the Past

- a. Activities related to yesterday or last week
- b. Using the preterite tense

5. The Family and Related Vocabulary

- a. Nuclear and extended family vocabulary and expressions
- b. Use of Hispanic surnames
- c. Interrogative words
- d. Direct object pronouns
- e. The personal "a"
- f. The present progressive and imperfect tenses
- e. Concept of individual and family among U.S. and Spanish-speaking countries

6. Describing others

- a. Physical features vocabulary
- b. Describing mental states
- c. Diverse physical characteristics of Heritage Spanish Speakers
- d. Age and years vocabulary (numbers from 30-2030)
- e. Matching historical events with their correct year
- f. Life expectancy rates in various countries
- g. Changing family size in various countries.
- h. Reflexive constructions
- i. Comparisons of equality
- j. Use of the imperfect tense

8. Foods and Eating Habits

- a. Basic foods and drink vocabulary
- b. Comparing meals and eating habits, including table manners
- c. Using indirect object pronouns
- d. Use of "se" in impersonal and passive expressions

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒ X
If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? Yes ☐ No ☒ X
If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

7. Cross-listed Courses (Please note each prefix in item No. 1)

A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).

- B. List each cross-listed prefix for the course:
- C. Program responsible for staffing:

8. References. [Provide 3-5 references]

OLD 1. VanPatten, Bill, et al. 2006. *Vistazos: Un curso breve*. New York: McGraw-Hill. [textbook]
 2. VanPatten, Bill, et al. 2006. *Manual que acompaña Vistazos: Un curso breve*. New York: McGraw-Hill. [On-line workbook/lab manual]

NEW 1. VanPatten, Bill, et al. 2010. *Vistazos: Un curso breve*, 3rd edition. New York: McGraw-Hill. [textbook]
 2. VanPatten, Bill, et al. 2010. *Manual que acompaña Vistazos: Un curso breve*, 3rd edition. New York: McGraw-Hill. [Workbook/lab manual]

9. Tenure Track Faculty qualified to teach this course.

Terry Ballman, PhD
 Stephen Clark, PhD
 Antonio Jiménez Jiménez, PhD

10. Requested Effective Date or First Semester offered:

11. New Resource Requested: Yes ☐ No ☒
 If YES, list the resources needed.

- A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)
- B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)
- C. Facility/Space/Transportation Needs:
- D. Lab Fee Requested: Yes ☐ No ☐ (Refer to the Dean's Office for additional processing)
- E. Other.

12. Indicate Changes and Justification for Each. [Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

- | | |
|---|---|
| <input type="checkbox"/> Course title | <input type="checkbox"/> Course Content |
| <input type="checkbox"/> Prefix/suffix | X Course Learning Outcomes |
| <input type="checkbox"/> Course number | X References |
| <input type="checkbox"/> Units | <input type="checkbox"/> GE |
| <input type="checkbox"/> Staffing formula and enrollment limits | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Prerequisites/Corequisites | <input type="checkbox"/> Reactivate Course |
| x Catalog description | |
| <input type="checkbox"/> Mode of Instruction | |

Justification:

Course outcomes now accurately reflect content of course and better describe our expectations for students completing this course.
 Course content and description have been modified per suggestions by Curriculum Committee.

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes ☐ No ☒

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: **October 4, 2010** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2010**.

Last day to submit forms to be considered during the current academic year: **April 15th**.

Stephen Clark, PhD

01-03-10

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

Request for SPAN 101: Elementary Spanish I to be added to GE Category C3a: Language submitted on 10/31/2007.

Committee Response:

Approved by committee on 11-03-2010

Criteria and Justifications Submitted:

- *Develop students' ability to respond subjectively as well as objectively to experience*
Students are actively engaged since the first day of instruction with the subject matter. In addition to learning language and cultural information, students are asked to share information about their own experiences as well as give opinions about cultural similarities and differences.
- *Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination*
Part of the cultural information examined in the course are great works of art (e.g., Picasso, El Greco, Frida Kahlo) and students are asked what they think of same.
- *Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.*
Students are exposed to various genres of music and dance from the Spanish-speaking world. References are made to great writers (e.g., Cervantes as the Spanish-language Shakespeare).
- *Examine the interrelationship between the creative arts, the humanities, and self*
Students are asked to reflect and respond to the interrelationship between how the Spanish language is used and expressed and the cultural themes reflected in practices and great works.
- *Include an exposure to world cultures*
Spanish is spoken as the first language by 400 million people in 21 countries, in Spain, the Americas and Africa. In addition to learning demographic information, students learn about numerous cultural and sociological issues such as the great diversity of the Spanish-speaking world in its ethnicities, traditions and cultural products.
- *Include a cultural component and not solely skills acquisition*
Cultural information is found in each lesson taught. In fact, every quiz and exam has a section dedicated to culture (practices, products, belief systems).
- *Include human to human communication*
One of the major objectives of the CSUCI Spanish program is the development of effective communicative competence, requiring consistent and frequent human to human communication. Pair and small-group work is commonplace throughout the curriculum.

Approval Sheet

Course: 101

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

General Education Chair		
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Signature

Date

Center for Intl Affairs Director		
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Signature

Date

Center for Integrative Studies Director		
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Signature

Date

Center for Multicultural Engagement Director		
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Signature

Date

Center for Civic Engagement and Service Learning Director		
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Signature

Date

Curriculum Chair		
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Signature

Date

Dean of Faculty		
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Signature

Date