

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

**COURSE MODIFICATION PROPOSAL**

**Courses must be submitted by November 5, 2007, to make the next catalog production**

DATE (CHANGE DATE IF REVISED): OCTOBER 31, 2007 REV 11.29.07

PROGRAM AREA(S): SPANISH

**Directions: All of sections of this form must be completed for course modifications.**

**1. Catalog Description of the Course.**

*[Follow accepted catalog format.] (If Cross-listed please submit prefixes for each discipline being modified)*

**OLD**

Prefix SPAN Course# 101 Title Elementary Spanish I Units (4)  
4 hours lecture per week  
hours blank per week

- Prerequisites:  
 Corequisites:

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. Not intended for students with two or more years of high school Spanish taken within the last three years or with credit in college level Spanish.

- Gen Ed Categories C3A  
 Lab Fee Required
- Graded  
 CR/NC  
 Repeatable for up to \_\_\_\_\_ units  
 A - F  
 Multiple Enrollment in same semester

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

Service Learning Course

**NEW**

Prefix SPAN Course# 101 Title Elementary Spanish I Units (4)  
4 hours lecture per week  
hours blank per week

- Prerequisites:  
 Corequisites:

Description: 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.

- Gen Ed Categories C3A  
 Lab Fee Required
- Graded  
 CR/NC  
 Repeatable for up to \_\_\_\_\_ units  
 A - F  
 Multiple Enrollment in same semester

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

Service Learning Course

**2. Mode of instruction (Hours per Unit are defaulted for you)**

**Hegis Code(s)** \_\_\_\_\_  
(Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS# Units (filled out by Dean)
Lecture	<u>4</u>	<u>1</u>	<u>30</u>	<input checked="" type="checkbox"/>	Lecture	<u>4</u>	<u>1</u>	<u>30</u>	<input checked="" type="checkbox"/>	_____
Seminar	_____	<u>1</u>	_____	<input type="checkbox"/>	Seminar	_____	<u>1</u>	_____	<input type="checkbox"/>	_____
Lab	_____	<u>3</u>	_____	<input type="checkbox"/>	Lab	_____	<u>3</u>	_____	<input type="checkbox"/>	_____
Activity	_____	<u>2</u>	_____	<input type="checkbox"/>	Activity	_____	<u>2</u>	_____	<input type="checkbox"/>	_____
Field Studies	_____	_____	_____	<input type="checkbox"/>	Field Studies	_____	_____	_____	<input type="checkbox"/>	_____
Indep Study	_____	_____	_____	<input type="checkbox"/>	Indep Study	_____	_____	_____	<input type="checkbox"/>	_____
Other blank	_____	_____	_____	<input type="checkbox"/>	Other blank	_____	_____	_____	<input type="checkbox"/>	_____

**3. Course Content in Outline Form if Being Changed. [Be as brief as possible, but use as much space as necessary]**

**OLD**

1. Who Are You?

**NEW**

SAME as "OLD"

- a. Introductions
  - 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)

**4. 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*]

**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. 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

**NEW**

Same as listed in "OLD"

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.

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

**OLD 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]**

**NEW 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]**

6. **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.]

- Course title
- Prefix/suffix
- Course number
- Units
- Staffing formula and enrollment limits
- Prerequisites/corequisites
- Catalog description
- Course content
- References
- GE
- Other

**Justification:** The proposed change would address students who enroll in the course--who may not have studied Spanish in the U.S.--but whose proficiency level in the language is greater than those of traditional beginners. One recent example was a student born and educated in Spain until the age of 12 who needed to take a higher level Spanish course.

7.  **General Education Categories:** All courses with GE categories notations (including deletions) must be processed at 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
- C-3a Language
- \C-3b Multicultural

**D (Social Perspectives)**

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**E (Human Psychological and Physiological Perspectives)**

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**UD Interdisciplinary**

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8. **New Resources Required.** YES  NO

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the consultation sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment)
- b. Library needs
- c. Facility/space needs

9. **Will this course modification alter any degree, credential, certificate, or minor in your program?** YES  NO

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

**10. Effective Date (Semester and Year – all modifications submitted prior to November 5<sup>th</sup> will be effective in the Fall 2008 catalog): Fall 2008**

Terry L. Ballman

October 31, 2007

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Proposer of Course Modification

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Date

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## Request for SPAN 101: Elementary Spanish I to be added to GE Category C3a: Language

Committee Response:

Approved by committee on 10-31-2007

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

**Program/Course:** Span 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 Learning and 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