

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 102: ELEMENTARY SPANISH II (4 units)

Four hours of lecture per week.

Prerequisite: Spanish 101 or equivalent

Addresses the development of basic functional proficiency in the Spanish language. Students develop their listening, speaking, reading and writing skills, as they acquire knowledge about cultural similarities and differences between the U.S. and the Spanish-speaking world.

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:

- review 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 comparisons related to people’s feelings, emotions and situations
- describe (orally and in writing) typical weather patterns in several areas of the Spanish-speaking world

- associate places with leisure and relaxation activities
- compare and contrast certain sports (e.g., baseball, soccer) in U.S. and Spanish-speaking world
- tell a joke (in past time) in Spanish
- summarize major differences between humor in U.S. and in Spanish-speaking world
- list dangerous or risky activities, and the symptoms of addiction
- explain the role of television in the Hispanic world and in U.S.
- relate personality traits to animals and other human beings
- identify the qualities they associate with certain animals, as well as the qualities and animals revered by other cultures (e.g., Aztecs, Mayans)
- describe the concept of pets found in the U.S. and in the Hispanic world
- describe (orally and in writing) housing in U.S. and in other countries
- compare and contrast the behavior of several animals with human beings
- give an adequate response to the question: Is man an animal?
- give and receive directions to locate on a map, or to draw an original map
- list vocabulary related to clothing, professions, and personality traits
- relate personality traits with appropriate professions
- summarize role of professional women in several Spanish-speaking countries
- report (orally and in writing) their views about the probabilities of the future
- gain familiarity with the art work of several Hispanic artists, and describe how they feel about each work.

4. Is this a General Education Course

YES

NO

If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	C3a
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]*

Introduction to course

- A. Review of Introductions; Areas of study, classes, and majors
- B. Spanish in the U.S. and Abroad: Review of Basic geographic and demographic information

I. Major Topic: Well-Being

- A. How do you feel?
 1. Talking about how someone feels
 2. Talking about how people show their emotions
 3. Talking about leisure activities
 4. Relating weather to emotions
 5. Weather patterns in several Spanish-speaking countries
- B. How do you relax?
 1. More activities for talking about relaxation
 2. Places related to leisure activities
 3. Sports in U.S. and Hispanic world
 4. Narration in the past: Telling a joke
 5. Differences in humor among U.S. and Spanish-speaking countries
- C. What is abuse?
 1. Vocabulary related to risky or dangerous activities

2. What are the symptoms of addiction?
 3. Telling others what or what not to do
 4. The role of television on the Spanish-speaking world
- II. Major Topic: We Are What We Are
- A. With what animal do you identify?
 1. Personality descriptors
 2. Animal vocabulary
 3. Animals as Symbols: PreColombian Civilizations and Other Hispanic cultures
 - B. What relationship do we have with animals?
 1. Examine the relationship between humans and pets
 2. Describing your habitat and why you live where you do
 3. Concept of pets in U.S. and in Spanish-speaking world
 4. Extinction of animals, like the stork in Spain
 - C. Is a human being an animal?
 1. Vocabulary for giving and receiving directions
 2. Learning about sense of direction among humans and certain animals
 3. Comparison of human and animal behaviors toward others
- III: Major Topic: Where Are We Going?
1. Vocabulary for Clothing and Travel
 2. Vocabulary for Professions
 3. Matching Personality Types with Professions
 4. The role of professional women in U.S. and in Hispanic world
 5. Two Heritage Speakers share their views on the future of the Spanish language
 6. Students share their views about the probabilities for the future

Note: Sample art work shared throughout the course (e.g., Goya, Velázquez, Diego Rivera)

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

Approvals

Program Coordinator Date

GE Committee Chair Date
(If applicable)

Curriculum Committee Chair Date

Dean Date

Effective Semester: Fall 2003

California State University Channel Islands
New Course Proposal Consultation Sheet

1. Course prefix, number, title, and units: SPAN 102 Elementary Spanish II (4)
2. Program Area: Spanish (Humanities)

Recommend Approval

Program Area/Unit	Program/Unit Coordinator	YES	NO (attach objections)	Date
Art				
Business & Economics				
Education				
ESRM				
Humanities				
Liberal Studies				
Mathematics & CS				
Sciences				
Library*				
Information Technology*				

* If needed