

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

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# 102 Title Elementary Spanish II Units (4)
4 hours lecture per week
hours blank per week

- Prerequisites: Spanish 101 or equivalent
 Corequisites:

Description (Do not use any symbols): Continued development of basic functional proficiency in Spanish. As students continue to develop their listening, speaking, reading and writing skills, they will acquire more basic knowledge about the cultural and civilization of the Spanish speaking world.

- Gen Ed Categories C3A
 Lab Fee Required
- Graded
 CR/NC Repeatable for up to _____ units
 A - F Multiple
Optional Enrollment in (Student's same semester choice)

- 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# 102 Title Elementary Spanish II Units (4)
4 hours lecture per week
hours blank per week

- Prerequisites: Spanish 101 or equivalent
 Corequisites:

Description: Continued development of basic functional proficiency in Spanish. As students continue to develop their listening, speaking, reading and writing skills, they will acquire more basic knowledge about the cultural and civilization of the Spanish speaking world. STUDENTS WITH KNOWLEDGE BEYOND THIS COURSE LEVEL 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
Optional Enrollment in same (Student's semester choice)

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

Introduction to course
A. Review of Introductions; Areas of study, classes, and majors

NEW

SAME as "OLD"

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. Vocabularies 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)

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 is: 1) a General Education course in Category C: Art, Literature, Languages and Cultures, subcategory C-3a: Languages; 2) fulfills the current second language graduation requirement; 3) provides the background preparation toward the proposed Spanish minor; 4) is a general elective. The

NEW

Same as listed in "OLD"

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.

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*. 2nd ed. New York: McGraw-Hill. [textbook]
 2. VanPatten, Bill, et al. 2006. 2nd ed. *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

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 5th will be effective in the Fall 2008 catalog):** Fall 2008

Request for SPAN 102: Elementary Spanish II to be added to GE Category C3a: Language

Committee Response:

Approved by committee on 11-07-2007

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 (Diego Rivera, Velázquez, Goya) 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, beliefs).
- *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 102

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