

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM AREA  
SPANISH (HUMANITIES & SOCIAL SCIENCES)

1. Catalog Description of the Course.

SPAN 201: INTERMEDIATE SPANISH I (4)

Four hours lecture per week

Prerequisite: SPAN 102 or equivalent

Through the study of the culture and civilization of the Hispanic world, students continue to develop their listening, speaking, reading and writing skills in Spanish.

GenEd: C3a, C3b

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 be: 1) a General Education course in Category C3: Art, Literature, Languages and Cultures, subcategory 3a: Languages, as it includes a strong culture component and involves human to human communication, and subcategory 3b: Multicultural, as it addresses issues and ways of knowing from at least two cultures and involves students with other cultures in an in-depth way ; 2) fulfillment of the current second language graduation requirement; 3) a requirement for the proposed Spanish minor\*; 4) a requirement for the proposed Chicano Studies minor\*and 5) a general elective course. The course would be of interest to incoming freshmen and transfer students who have met the prerequisite and who are interested in improving their Spanish language skills and cultural knowledge of the Hispanic world.

\*Required of the Spanish minor are either Span 201 & 202: Intermediate Spanish I & II, respectively OR Span 211 & 212: Spanish for Heritage Speakers I & II, respectively.

Learning Objectives:

Students who successfully complete this course will be able--in Spanish--to:

- describe (orally and in writing) classmates, themselves and others using vocabulary of physical characteristics and personality traits

- relate several facts and examples of bilingualism and biculturalism in the U.S.
- relate facts on geography and basic demographics of Spanish-speaking world
- describe several popular legends and beliefs (e.g., la Virgen de Guadalupe, la Llorona)
- use vocabulary and expressions related to the environment (e.g., deforestation in Central America)
- read and summarize (orally and/or in writing) several examples of Spanish-language literature from such writers as Marco Denevi, Marjorie Agosín and Ernesto Cardenal
- relate works of art, film, music and literature by Hispanic artists to their own lives and feelings
- write formal compositions after writing 1-2 drafts and working on peer- and self-revising and editing
- produce a *Portafolio cultural* (Cultural Portfolio) of student activities involving Spanish-language movies, TV, music, Internet and community service
- demonstrate improvement in their listening, speaking, reading and writing skills in Spanish.

**4. Is this a General Education Course**

**YES**

**NO**

If Yes, indicate GE category:

<b>A (English Language, Communication, Critical Thinking)</b>	
<b>B (Mathematics &amp; Sciences)</b>	
<b>C (Fine Arts, Literature, Languages &amp; Cultures)</b>	<b>C3a C3b</b>
<b>D (Social Perspectives)</b>	
<b>E (Human Psychological and Physiological Perspectives)</b>	

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

- Introduction to course: Review of basic Spanish vocabulary  
Personal characteristics, schedules and routines
- Major topic: Language and communication  
Body language and differences between U.S. and Spanish-speaking world  
Spanish in the U.S.; Issue of bilingualism and biculturalism  
Geography and demographics of Spanish-speaking world, including the U.S.  
“La novia” by Marco Denevi
- Major topic: Popular beliefs  
Concept of good luck/bad luck  
Information on the Virgen de Guadalupe, la Llorona  
“Cirios” by Marjorie Agosín
- Major topic: The environment  
Topic of recycling and individual responsibility  
The world in which we live: overpopulation, acid rain, deforestation, etc.  
Rain forests in Central America  
“Kentucky” by Ernesto Cardenal

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

1. Lee, James F. et al. 2000. ¿Qué te parece? Intermediate Spanish. New York: McGraw-Hill. 2<sup>nd</sup> ed.
2. Lee, James F. et al. 2000. Manual que acompaña ¿Qué te parece?. New York: McGraw-Hill. 2<sup>nd</sup> ed.
3. Lee, James F. et al. 2000. Student Audio-CD ROM for Manual que acompaña ¿Qué te parece?. New York: McGraw-Hill. 2<sup>nd</sup> ed.

**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. Library needs: minimal, if any.

**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

December 8, 2002  
Date