

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
NEW COURSE PROPOSAL

PROGRAM AREA
SPANISH (HUMANITIES & SOCIAL SCIENCES)

1. Catalog Description of the Course

SPAN 211: SPANISH FOR HERITAGE SPEAKERS I (4)

Four hours of lecture per week.

Prerequisite: Consent of instructor.

This course is designed for students accustomed to hearing Spanish and English at home who are able to understand much of what they hear as well as speak some Spanish, and who are interested in further developing their language skills, particularly in speaking, reading and writing. Course content will include the culture and civilization of the Hispanic world, with emphasis on the U.S.

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 C: 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) fulfill 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 fit the course description 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:

- demonstrate knowledge of the countries and regions studied
- recognize and report on experiences from the perspective of Chicanos, Puerto Ricans, Cuban Americans and others
- read, synthesize and react to literary selections by Spanish heritage authors from various countries
- write formal compositions after writing 1-2 drafts and working on peer- and self-revising and editing

- produce a *Portafolio cultural* (Cultural Portfolio) of their activities involving Spanish-language movies, TV, music, Internet and community service
- gather and synthesize information and report on the literary, artistic and community service contributions of numerous Heritage Spanish speakers, and share (orally and in writing) their individual and personal reactions to these contributions
- 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:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	C3a C3b
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: Review of basic Spanish and Spanglish vocabulary
Personal characteristics, schedules and routines
- Major topic: Hispanics in the U.S.: Melting Pot of dreams
 - A. Chicanos
 1. Biographies of César Chávez, Sandra Cisneros, Edward James Olmos
 2. Reading on the history of Chicanos
 3. Short story, “Adolfo Miller” by Sabine Ulibarrí
 - B. Puerto Ricans
 1. Brief biographies of several Puerto Rican celebrities
 2. Reading on the history of Puerto Rico and the U.S. connection
 3. Short story, “Cuando era puertorriqueña” by Esmeralda Santiago
 - C. Cuban Americans
 1. Brief biographies of several Cuban Americans
 2. History of Cuban exiles and successes
 3. Short story, “Soñar en cubano” by Cristina García
- Major topic: Spain: Bridge to the Future
 - A. Spain and its Origins
 1. Brief biographies on famous historical figures
 2. Reading on history of Spain from prehistoric times to the Golden Age
 3. Short story, “¡Granada, por don Fernando!” by unknown Spanish author
 - B. Spain from the Sixteenth to the Nineteenth Centuries
 1. Brief biographies of several outstanding pre-Twentieth Century Spanish figures
 2. Reading on Spain, overview from Golden Age to 19th C.
 3. Portion of *Don Quijote de la Mancha* by Cervantes
 - C. Spain: The present
 1. Brief biographies of several important Spanish personalities of today
 2. Reading on Picasso, Franco, King Juan Carlos, Spain today
 3. Poem “El crimen fue en Granada” by Antonio Machado
- Major topic: México, Guatemala and El Salvador: Roots of Hope
 - A. México
 1. Brief biographies of several important Mexicans
 2. Reading on history of Mexico
 3. Short story, “*Tiempo libre*” by Guillermo Samperio

- B. Guatemala
 - 1. Brief biographies of several important Guatemalans
 - 2. Reading on Guatemala
 - 3. Testimonial by Rigoberta Menchú
- C. El Salvador
 - 1. Brief biographies of several famous Salvadorans
 - 2. Reading on El Salvador
 - 3. Children's story, "*Los perros mágicos de los volcanes*" by Manlio Argueta
- Major topic: Cuba, the Dominican Republic and Puerto Rico: In the Eye of the Hurricane
 - A. Cuba
 - 1. Brief biographies of prominent Cubans
 - 2. Reading on Cuba
 - 3. Poem from *Versos sencillos* by José Martí
 - B. Dominican Republic
 - 1. Brief biographies of prominent Dominicans
 - 2. Reading on the D.R.
 - 3. Short story, "*El diario inconcluso*" by Virgilio Díaz Grullón
 - C. Puerto Rico
 - 1. Brief biographies of prominent Puerto Ricans
 - 2. Reading on Puerto Rico
 - 3. Chapter from a novel, "*Oh, se y can yu sí baí de don-serly laí...*" by Jaime Carrero García

Note: Throughout the course students will interact with information on the contributions of numerous authors, artists, musicians, politicians, athletes. Issues of ethnicity, class, gender and community are also addressed.

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

- 1. Samaniego, Fabián A., et al. 2001. *Mundo 21*. Boston: Houghton Mifflin. 2nd ed. [textbook]
- 2. Samaniego, Fabián A., et al. 2001. *Cuaderno de actividades para hispanohablantes*. Boston: Houghton Mifflin. 2nd ed. [workbook/lab manual]
- 3. Samaniego, Fabián A., et al. 2001. *Audio Program for Heritage Learners*. Boston: Houghton Mifflin. 2nd ed. [audio program to accompany workbook/lab manual]

7. List Faculty Qualified to Teach This Course.

Terry L. Ballman and Spanish Faculty

8. Frequency.

a. Projected semesters to be offered: Fall Spring Summer

9. New Resources Required.

a. Library needs: minimal, if at all.

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