

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2010, and finalized by the end of the fall semester to make the next catalog (2011-12) production

DATE (CHANGE DATE EACH TIME REVISED): OCTOBER 2010; REV 11.29.10; REV 1.6.11; REV 1.26.11

PROGRAM AREA(S): SPANISH

Directions: All of sections of this form must be completed for course modifications. Use **YELLOWED** areas to enter data. All documents are stand alone sources of course information.

1. Course Information.

[Follow accepted catalog format.] (Add additional prefixes i f cross-listed)

OLD

Prefix SPAN Course# 211 Title SPANISH FOR HERITAGE
SPEAKERS I Units (4)
4 hours lecture per week
hours blank per week

Prerequisites:

X Consent of Instructor Required for Enrollment

Corequisites:

Catalog Description (Do not use any symbols): 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.

General Education
Categories C3a, C3b
Lab Fee Requested

Graded

CR/NC

X A - F

Repeatable
for up to units
Total
Completions

Multiple
Enrollment in
same semester

Course Level:

X Undergraduate

Post-bac/Credential

Graduate

Optional
(Student's
choice)

NEW

Prefix SPAN Course# 211 Title SPANISH FOR HERITAGE
SPEAKERS I Units (4)
4 hours lecture per week
hours blank per week

Prerequisites:

X Consent of Instructor Required for Enrollment

Corequisites:

Catalog Description (Do not use any symbols): Designed for students accustomed to hearing Spanish spoken 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 speaking, reading and writing skills in Spanish. Includes discussion of Hispanic cultures, with an emphasis on Hispanic communities within the U.S.

General Education
Categories C3a, C3b
Lab Fee Requested

Graded

CR/NC

X A - F

Repeatable for
up to units
Total
Completions

Multiple
Enrollment in same
semester

Optional
(Student's
choice)

2. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____
(Provided by the Dean)

Existing

Proposed

| | Units | Hours Per Unit | Benchmark Enrollment | Graded | | Units | Hours Per Unit | Benchmark Enrollment | Graded | CS No. (filled out by Dean) |
|------------------|-------|----------------------|-------------------------|--------|---------------|-------|----------------------|-------------------------|--------|-----------------------------------|
| Lecture | 4 | 1 | 30 | X | Lecture | 4 | 1 | 15 | X | |
| Seminar | | 1 | | | Seminar | | 1 | | | |
| Lab | | 3 | | | Lab | | 3 | | | |
| Activity | | 2 | | | Activity | | 2 | | | |
| Field Studies | | | | | Field Studies | | | | | |
| Indep Study | | | | | Indep Study | | | | | |
| Other blank | | | | | Other blank | | | | | |

3. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to 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
- x C-3a Language
- x C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement

Meets University Language Requirement

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

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

4. Justification and Requirements for the Course. *[Make a brief statement to justify the need for the course]*

OLD

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:

NEW

Same as listed in “OLD”

- 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.

X Requirement for the Major/Minor
 Elective for the Major/Minor
 Free Elective

X Requirement for the Major/Minor
 Elective for the Major/Minor
 Free Elective

Submit Program Modification if this course changes your program.

5. Student Learning Outcomes. (List in numerical order. You may wish to visit resource information at the following website: <http://senate.csuci.edu/comm/curriculum/resources.htm>)

Upon completion of the course, the student will be able to:

OLD

~~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.~~

Upon completion of the course, the student will be able to:

NEW

Describe and report on experiences and cultural perspectives of the Spanish-speaking world, including U. S. Latinos.

Speak, read, write, and orally comprehend the Spanish language at the intermediate level (ACTFL Guidelines), using a formal register with appropriate grammar, vocabulary, spelling and accentuation.

6. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

~~Introduction to course: Review of basic Spanish and Spanish 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,~~

NEW

1. Largest Groups of Hispanics in the U.S.: Cultural Legacy, History, and Traditions
 - a. Chicanos (Mexican Americans)
 - b. Puerto Ricans
 - c. Cuban-Americans
2. Basic Spanish Review

Edward James Olmos

~~2. Reading on the history of Chicanos~~

~~3. Short story, "Adolfo Miller" by Sabine Ulibarri~~

~~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~~

- a. Alphabet
- b. Pronunciation
- c. Capitalization

- 3. The Cultural Legacy of Spain
 - a. Great works of Art and Literature
 - b. Geographical and Historical Highlights
 - c. Spanish Traditions Syncretized in the Americas
- 4. Improving Written and Spoken Spanish
 - a. Loan Words
 - b. False Cognates
 - c. Syllables and Accentuation
 - d. Punctuation
- 5. The Cultural Legacy of Mexico
 - a. Great Writers and Painters
 - b. Geographical and Historical highlights
 - c. Indigenous Groups and Traditions
- 6. Verb Usage
 - a. Infinitives, Conjugation, and Irregular Verbs
 - b. Indicative Mood
 - c. Subjunctive Mood
 - d. Compound Tenses
- 7. The Cultural Legacy of Central America
 - a. Great Artists and Writers
 - b. Indigenous Groups and Traditions
- 8. Differences between Spanish and English
 - a. The Use of the Definite Article
 - b. The Use of Gerunds
 - c. Sentence Structure
 - d. Passive Voice and Impersonal Constructions

~~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 ya 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.~~

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

7. Cross-listed Courses (Please note each prefix in item No. 1)

A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).

B. List each cross-listed prefix for the course:

C. Program responsible for staffing:

8. References. [Provide 3-5 references]

- OLD**
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]

NEW

Marqués, Sarah. *La lengua que heredamos*, 6th edition. Boston: Wiley, 2008.

Valdés, Guadalupe. *El español escrito: Curso para hispanohablantes bilingües*, 6th edition. Prentice Hall, 2007. (TEXT and Workbook)

9. Tenure Track Faculty qualified to teach this course.

Terry Ballman, PhD

Stephen Clark, PhD

Antonio Jiménez Jiménez, PhD

10. Requested Effective Date or First Semester offered: Fall 2010

11. New Resource Requested: Yes ☐ No ☒

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

☐

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

☐

C. Facility/Space/Transportation Needs:

☐

D. Lab Fee Requested: Yes ☐ No ☐ (Refer to the Dean's Office for additional processing)

E. Other. ☐

12. 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.]*

| | |
|---|---|
| <input type="checkbox"/> Course title | X Course Content |
| <input type="checkbox"/> Prefix/suffix | X Course Learning Outcomes |
| <input type="checkbox"/> Course number | X References |
| <input type="checkbox"/> Units | <input type="checkbox"/> GE |
| <input type="checkbox"/> Staffing formula and enrollment limits | <input type="checkbox"/> Other <input type="checkbox"/> |
| <input type="checkbox"/> Prerequisites/Corequisites | <input type="checkbox"/> Reactivate Course |
| x Catalog description | |
| X <input type="checkbox"/> Mode of Instruction | |

Justification: Course outcomes now accurately reflect content of course and better describe our expectations for students completing this course. Course description was made more concise. Course content streamlined per suggestions by Curriculum Committee. References updated.

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes ☐ No ☒

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

Priority deadline for New Minors and Programs: **October 4, 2010** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2010.**

Last day to submit forms to be considered during the current academic year: **April 15th.**

Stephen Clark

01-06-11

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

Request for SPAN 211: SPANISH FOR HERITAGE SPEAKERS I to be added to GE Category C3a: Language

Committee Response:

Approved by committee on 11-09-2010

Criteria and Justifications Submitted:

- *Develop students' ability to respond subjectively as well as objectively to experience*
This is already a GE course. We have only made slight modifications to outcomes to better reflect our expectations for students completing this course.
- *Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination*
This is already a GE course. We have only made slight modifications to outcomes to better reflect our expectations for students completing this course.
- *Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.*
This is already a GE course. We have only made slight modifications to outcomes to better reflect our expectations for students completing this course.
- *Examine the interrelationship between the creative arts, the humanities, and self*
This is already a GE course. We have only made slight modifications to outcomes to better reflect our expectations for students completing this course.
- *Include an exposure to world cultures*
This is already a GE course. We have only made slight modifications to outcomes to better reflect our expectations for students completing this course.
- *Include a cultural component and not solely skills acquisition*
This is already a GE course. We have only made slight modifications to outcomes to better reflect our expectations for students completing this course.
- *Include human to human communication*
This is already a GE course. We have only made slight modifications to outcomes to better reflect our expectations for students completing this course.

Request for SPAN 211: SPANISH FOR HERITAGE SPEAKERS I to be added to GE Category C3b: Multicultural.

Committee Response:

Approved by committee on 11-09-2010

Criteria and Justifications Submitted:

- *Develop students' ability to respond subjectively as well as objectively to experience*
This is already a GE course. We have only made slight modifications to outcomes to better reflect our expectations for students completing this course.
- *Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination*
This is already a GE course. We have only made slight modifications to outcomes to better reflect our expectations for students completing this course.
- *Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.*
This is already a GE course. We have only made slight modifications to outcomes to better reflect our expectations for students completing this course.
- *Examine the interrelationship between the creative arts, the humanities, and self*
This is already a GE course. We have only made slight modifications to outcomes to better reflect our expectations for students completing this course.
- *Include an exposure to world cultures*
This is already a GE course. We have only made slight modifications to outcomes to better reflect our expectations for students completing this course.
- *Expose students to other cultures by addressing issues, "ways of knowing" and perspectives from at least two cultures. Must address contemporary issues. A culture is broadly defined to include aspected of ethnicity, class, gender, ability/disability, and community.*
This is already a GE course. We have only made slight modifications to outcomes to better reflect our expectations for students completing this course.

Approval Sheet

Course: SPAN 211

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 | | |
|---------------|--|--|

Signature

Date

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| Program Chair | | |
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Signature

Date

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| Program Chair | | |
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Signature

Date

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| General Education Chair | | |
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Signature

Date

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| Center for Intl Affairs Director | | |
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Signature

Date

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| Center for Integrative Studies Director | | |
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Signature

Date

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| Center for Multicultural Engagement Director | | |
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Signature

Date

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| Center for Civic Engagement and Service Learning Director | | |
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Signature

Date

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| Curriculum Chair | | |
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Signature

Date

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| Dean of Faculty | | |
|-----------------|--|--|

Signature

Date