

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM AREA
SPANISH (HUMANITIES & SOCIAL SCIENCES)

1. Catalog Description of the Course

SPAN 212: SPANISH FOR HERITAGE SPEAKERS II (4)

Four hours of lecture per week.

Prerequisite: SPAN 211 or equivalent or 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 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:

- demonstrate knowledge of the countries and regions studied
- recognize and report on experiences from the perspective of groups from several Spanish-speaking countries
- 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
Review of salient cultural information from SPAN 211
- Major topic: Nicaragua, Honduras and Costa Rica: Between conflict and peace
 - A. Nicaragua
 1. Biographies of prominent Nicaraguan figures
 2. Reading on the history of Nicaragua
 3. Poem, “A Margarita Debayle” by Rubén Darío
 - B. Honduras
 1. Brief biographies of several Honduran celebrities
 2. Reading on the history of Honduras
 3. Poem, “Paz del solvente” by José Adán Castelar
 - C. Costa Rica
 1. Brief biographies of several famous Costa Ricans
 2. History of Costa Rica
 3. Speech given by Oscar Arias Sánchez, “La paz no tiene fronteras”
- Major topic: Colombia, Panamá and Venezuela: Modernity challenged
 - A. Colombia
 1. Brief biographies on famous Colombian figures
 2. Reading on history of Colombia
 3. Short story, “Un día de estos” by Gabriel García Márquez
 - B. Panamá
 1. Brief biographies of several outstanding figures from Panamá
 2. Reading on history of Panamá
 3. Feminist poem, “Pena tan grande” by Bertalicia Peralta
 - C. Venezuela
 1. Brief biographies of several prominent Venezuelans
 2. Reading on history of Venezuela
 3. Popular legend “La cascada de Salto de Angel” as written by Maricarmen Ohara
- Major topic: Perú, Ecuador y Bolivia: Road to the sun
 - A. Perú
 1. Brief biographies of several important Peruvians
 2. Reading on overview of preColombian Peru to the present
 3. Poem, “Visión de antaño” by Hernán Velarde

- B. Ecuador
 1. Brief biographies of several important figures from Ecuador
 2. Reading on Ecuador
 3. Short story, "Los tres cuervos" by José Antonio Campos
- C. Bolivia
 1. Brief biographies of several famous Bolivians
 2. Reading on history of Bolivia
 3. A tale of discrimination "Chino-japonés" by Maricarmen Ohara
- Major topic: Argentina, Uruguay, Paraguay and Chile: Aspirations and Contrasts
 - A. Argentina
 1. Brief biographies of prominent figures from Argentina
 2. Reading on Argentina
 3. Short story, "Continuidad de los parque" by Julio Cortázar
 - B. Uruguay and Paraguay
 1. Brief biographies of prominent figures from Uruguay and Paraguay
 2. Reading on history of Uruguay and Paraguay
 3. Selection from a novel by Eduardo Galeano
 - C. Chile
 1. Brief biographies of prominent Chileans
 2. Reading on history of Chile
 3. Poem, "La United Fruit Co.," by Pablo Neruda

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 X Spring X 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