

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 01-05-11; 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# 212 Title SPANISH FOR HERITAGE
SPEAKERS II Units (4)
4 hours lecture per week
[] hours blank per week

X Prerequisites: SPAN 211 or equivalent or consent of instructor

[] 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

Course Level:
X Undergraduate
[] Post-bac/Credential
[] Graduate

Graded [] CR/NC
[] Repeatable for up to [] units
X A - F
Total Completions []

[] Optional (Student's choice)
[] Multiple Enrollment in same semester

NEW

Prefix SPAN Course# 212 Title SPANISH FOR HERITAGE
SPEAKERS II Units (4)
4 hours lecture per week
[] hours blank per week

X Prerequisites: SPAN 211 or equivalent or consent of instructor

[] Consent of Instructor Required for Enrollment

Corequisites: []

Catalog Description (Do not use any symbols): Continuation of SPAN 211. 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 in the U.S.

General Education Categories C3a, C3b
[] Lab Fee Requested

Course Level:
X Undergraduate
[] Post-bac/Credential
[] Graduate

Graded [] CR/NC
[] Repeatable for up to [] units
X A - F
Total Completions []

[] Optional (Student's choice)
[] Multiple Enrollment in same semester

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				Field Studies				
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 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

NEW

Same as listed in “OLD”.

211 & 212: Spanish for Heritage Speakers I & II, respectively.

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

~~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 Portfolio 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-high 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

~~• 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~~

NEW

Same as listed in “OLD”.

1. Review of salient information from SPAN 211

a. Spelling

b. Accents

c. Basic Grammatical Concepts

2. Using the Imperative

a. Formal Commands

b. Informal Commands

c. Indirect and Impersonal Commands

3. The Caribbean Region: Cultural Legacy and Historical Traditions

a. Dominican Republic

b. Cuba

- 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 parques” 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. Puerto Rico
- 4. Expressing probability in Spanish
 - a. Probability in the present and future
 - b. Probability in the past
- 5. The Andean Region of South America: Cultural Legacy and Historical Traditions
 - a. Ecuador
 - b. Perú
 - c. Bolivia
- 6. The Caribbean Region of South America: Cultural Legacy and Historical Traditions
 - a. Colombia
 - b. Venezuela
- 7. Pronouns
 - a. Direct and Indirect Object Pronouns
 - b. Subject Pronouns
 - c. Possessive Pronouns
 - d. Relative Pronouns
 - e. Prepositional Pronouns
- 8. The Southern Cone of South America: Cultural Legacy and Historical Traditions
 - a. Paraguay
 - b. Uruguay
 - c. Chile
 - d. Argentina
- 9. Important Contrasts between Spanish and English
 - a. English “for” vs. Spanish “por” and “para”
 - b. English vs. Spanish Adverbs
 - c. Prepositions in Spanish and English
 - d. Verbs to express “to know”
 - e. Verbs to express “to be”

~~—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.~~

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

Antonio Jimenez-Jimenez

Stephen Clark

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.]

☐ Course title

☒ X Course Content

☐ Prefix/suffix

☒ X Course Learning Outcomes

☐ Course number

☒ X References

☐ Units

☐ GE

☐ Staffing formula and enrollment limits

☐ Other ☐

☐ Prerequisites/Corequisites

☐ Reactivate Course

☒ X Catalog description

☐ 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. Content was 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 212: Spanish for Heritage Speakers II 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 212: Spanish for Heritage Speakers II 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 212

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 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