

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
COURSE MODIFICATION PROPOSAL**

DATE: 04/15/07REV 9.6.07
PROGRAM AREA SPANISH

1. Catalog Description of the Course. *[Follow accepted catalog format.]*
(If Cross-listed please submit a form for each prefix being modified)

OLD

Prefix SPAN Course# 301 Title Advanced Spanish I Units (3)
3 hours of lecture per week
hours per week

NEW

Prefix SPAN Course# 301 Title Advanced Spanish I Units (3)
3 hours of lecture per week
hours per week

Prerequisites SPAN 202 or SPAN 212 or consent of the instructor

Prerequisites SPAN 202 or SPAN 212 or consent of the instructor

Corequisites
Description Enhancement of communicative abilities in listening, speaking, reading and writing through the examination of topics of interest in the Hispanic world. Student projects to include presentations, service activities and cultural portfolio.

Corequisites
Description Enhancement of communicative abilities in listening, speaking, reading and writing through the examination of topics of interest in the Hispanic world. Student projects to include presentations, service activities and cultural portfolio.

Gen Ed Categories
 Lab Fee Required
Hegis Code

Graded
 CR/NC
 Repeatable for up to _____ units
 A - F
 Multiple Enrollment in (Student's same semester choice)

Gen Ed Categories C3A
 Lab Fee Required

Graded
 CR/NC
 Repeatable for up to _____ units
 A - F
 Multiple Enrollment in same (Student's semester choice)

Mission Based Learning Objectives: Interdisciplinary International Multicultural Service Learning
 Title V Section 40404: Government US Constitution US History

2. Mode of instruction (Hours per Unit are set for you)

	<u>Existing</u>					<u>Proposed</u>			
	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)		Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>15</u>	_____	Lecture	<u>3</u>	<u>1</u>	<u>15</u>	_____
Seminar	_____	<u>1</u>	_____	_____	Seminar	_____	<u>1</u>	_____	_____
Laboratory	_____	<u>3</u>	_____	_____	Laboratory	_____	<u>3</u>	_____	_____
Activity	_____	<u>2</u>	_____	_____	Activity	_____	<u>2</u>	_____	_____

	<u>Existing</u>					<u>Proposed</u>			
	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)		Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>15</u>	_____	Lecture	<u>3</u>	<u>1</u>	<u>15</u>	_____
Seminar	_____	<u>1</u>	_____	_____	Seminar	_____	<u>1</u>	_____	_____
Laboratory	_____	<u>3</u>	_____	_____	Laboratory	_____	<u>3</u>	_____	_____
Activity	_____	<u>2</u>	_____	_____	Activity	_____	<u>2</u>	_____	_____

3. Course Content in Outline Form if Being Changed. *[Be as brief as possible, but use as much space as necessary]*

OLD

1. Introduction to the course. Who are your classmates?
2. Topic: Perspectives: Perceptions and impressions
 - a. Vocabulary of personality characteristics
 - b. Readings on Spain (e.g., geography, celebrations, artists)
 - c. Essay on 7 mortal sins in the US by Fernando Díaz-Plaja
3. Topic: Connections: How important are our roots?
 - a. More vocabulary on personality characteristics and on physical characteristics
 - b. Readings on U.S. Latinos and the Caribbean
 - c. Short story by Cristina García
4. Topic: Sentimental relationships: How do others influence our lives?
 - a. Vocabulary on relationships
 - b. Readings on Mexico

NEW

1. Introduction to the course. Who are your classmates?
2. Topic: Perspectives: Perceptions and impressions
 - a. Vocabulary of personality characteristics
 - b. Readings on Spain (e.g., geography, celebrations, artists)
 - c. Essay on 7 mortal sins in the US by Fernando Díaz-Plaja
3. Topic: Connections: How important are our roots?
 - a. More vocabulary on personality characteristics and on physical characteristics
 - b. Readings on U.S. Latinos and the Caribbean
 - c. Short story by Cristina García
4. Topic: Sentimental relationships: How do others influence our lives?
 - a. Vocabulary on relationships
 - b. Readings on Mexico

- c. Segment of fiction by Elena Poniatowska
- 5. Topic: Work and leisure: How do you relax?
 - a. Vocabulary on activities and places related to travel and relaxation
 - b. Readings on the Southern Cone
 - c. Essay in popular Spanish-language magazine
- 6. The world today: How do world problems influence us?
 - a. Vocabulary on politics, crime
 - b. Readings on the Andean region
 - c. Short story by Julio Ramón
- 7. The millennium: What do we expect and hope for in the future?
 - a. Vocabulary on technology
 - b. Readings on Central America
 - c. Science fiction story by Alvaro Menéndez Leal

- c. Segment of fiction by Elena Poniatowska
- 5. Topic: Work and leisure: How do you relax?
 - a. Vocabulary on activities and places related to travel and relaxation
 - b. Readings on the Southern Cone
 - c. Essay in popular Spanish-language magazine
- 6. The world today: How do world problems influence us?
 - a. Vocabulary on politics, crime
 - b. Readings on the Andean region
 - c. Short story by Julio Ramón
- 7. The millennium: What do we expect and hope for in the future?
 - a. Vocabulary on technology
 - b. Readings on Central America
 - c. Science fiction story by Alvaro Menéndez Leal

4. 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]*

OLD

This course would: 1) fulfill the current second language graduation requirement; 2) be a requirement for the proposed Spanish minor; 3) be a general elective. The course would be of interest to qualified incoming freshmen as well as transfer students.

Learning Objectives:

A partial list of what students will be able to do, in Spanish, includes:

- giving several presentations—including a persuasive speech--to the class on selected cultural topics
- participating on a debate panel on a controversial topic
- demonstrating (orally and in writing) a better understanding of the Spanish-speaking world
- maintaining a journal of two entries per week
- producing a cultural portfolio with evidence and responses to their activities involving Spanish-language movies, TV, music, Internet, and community service
- demonstrating improvement in listening, speaking, reading and writing skills in Spanish.

NEW

This course would: 1) fulfill the current second language graduation requirement; 2) be a requirement for the proposed Spanish minor; 3) be a general elective. The course would be of interest to qualified incoming freshmen as well as transfer students.

Learning Objectives:

A partial list of what students will be able to do, in Spanish, includes:

- giving several presentations—including a persuasive speech--to the class on selected cultural topics
- participating on a debate panel on a controversial topic
- demonstrating (orally and in writing) a better understanding of the Spanish-speaking world
- maintaining a journal of two entries per week
- producing a cultural portfolio with evidence and responses to their activities involving Spanish-language movies, TV, music, Internet, and community service
- demonstrating improvement in listening, speaking, reading and writing skills in Spanish.

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

OLD 1. Foerster, Sharon W., et al. 2003. Punto y aparte. New York: McGraw-Hill. 2nd ed. [textbook]

2. Foerster, Sharon W., et al. 2003. Manual que acompaña Punto y aparte. New York: McGraw-Hill. 2nd ed.

NEW 1. Foerster, Sharon W., et al. 2003. Punto y aparte. New York: McGraw-Hill. 2nd ed. [textbook]

2. Foerster, Sharon W., et al. 2003. Manual que acompaña Punto y aparte. New York: McGraw-Hill. 2nd ed.

6. 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
- Prefix/suffix
- Course number
- Units
- Staffing formula and enrollment limits
- Prerequisites/corequisites

- Catalog description
- Course content
- References
- GE
- Other

Justification Criteria and Justifications :

*Develop students' ability to respond subjectively as well as objectively to experience

Students discuss cultural issues related to the Spanish speaking world, critically analyze the issue and respond to it gaining a deeper understanding of and a different perspective on the issue and, by comparison, they also learn about their own cultural context.

*Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination

Students in this course analyze the product of a series of renowned writers from the different regions of the Spanish-speaking world, including the US Chicano population. Some of the authors are Fernando Diaz Plaja, Cristina Garcia, Elena Paniatowska, and Julio Ramon. Through the study of these authors' portrayal of the different Spanish regions, students cultivate and refine their affective and cognitive faculties.

*Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.

Although considered mainly a language course, this course is interdisciplinary in nature, as it includes information and critical discussion about Spanish music, literature, arts, dances, movies, mass media, etc.

*Examine the interrelationship between the creative arts, the humanities, and self

Through the study of the above mentioned creative arts, students analyze this content in relation to the context in which they were created and they compare it to other pieces that they may be more familiar with in their own cultural and social milieu. This comparison makes them aware of the differences and similarities between the Spanish speaking world and their own context, gaining in this way a better appreciation of who they are.

*Include an exposure to world cultures

This course include cultural information of all the different regions of the Spanish speaking world, such as Spain, Mexico, the Andean region, the Southern Cone, the Caribbean and Central America.

*Include a cultural component and not solely skills acquisition

Different cultural issues are discussed in this course, including topics such as sentimental relationships in the Spanish world, politics, crime, social justice, human rights, and technology.

*Include human to human communication

Considered mainly a language course that uses the communicative teaching method in which human to human communication is the main focus.

7. If this modification results in a GE-related change indicate GE category affected and Attach a GE Criteria Form:

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
- C-3a Language
- C-3b Multicultural
- D (Social Perspectives)**
- E (Human Psychological and Physiological Perspectives)**
- UD Interdisciplinary**

8. New Resources Required. YES NO

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the consultation sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment)
- b. Library needs
- c. Facility/space needs

9. Will this course modification alter any degree, credential, certificate, or minor in your program? YES NO

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

10. Effective Date (Semester and Year): Fall 2007

Terry Ballman and Antonio Jimenez	04/15/07
Proposer of Course Modification	Date

Request for GE Approval

Course

Course Title SPAN 301 ADVANCED SPANISH I

Units 3

Lab No

New No

Proposal

Request

GE Category C3a Language

Submitter Jimenez-Jimenez, Antonio

Submission Date 10/11/2006

Status Approved

Criteria Justifications

- Develop students' ability to respond subjectively as well as objectively to experience

Students discuss cultural issues related to the Spanish speaking world, critically analyze the issue and respond to it gaining a deeper understanding of and a different perspective on the issue and, by comparison, they also learn about their own cultural context.

- Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination

Students in this course analyze the product of a series of renowned writers from the different regions of the Spanish-speaking world, including the US Chicano population. Some of the authors are Fernando Diaz Plaja, Cristina Garcia, Elena Paniatowska, and Julio Ramon. Through the study of these authors' portrayal of the different Spanish regions, students cultivate and refine their affective and cognitive faculties.

- Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.

Although considered mainly a language course, this course is interdisciplinary in nature, as it includes information and critical discussion about Spanish music, literature, arts, dances, movies, mass

media,etc.

- Examine the interrelationship between the creative arts, the humanities, and self

Through the study of the above mentioned creative arts, students analyze this content in relation to the context in which they were created and they compare it to other pieces that they may be more familiar with in their own cultural and social milieu. This comparison makes them aware of the differences and similarities between the Spanish speaking world and their own context, gaining in this way a better appreciation of who they are.

- Include an exposure to world cultures

This course include cultural information of all the different regions of the Spanish speaking world, such as Spain, Mexico, the Andean region, the Southern Cone,the Caribbean and Central America.

- Include a cultural component and not solely skills acquisition

Different cultural issues are discussed in this course, including topics such as sentimental relationships in the Spanish world, politics, crime, social justice, human rights, and technology.

- Include human to human communication

Considered mainly a language course that uses the communicative teaching method in which human to human communication is the main focus.

Approvals

Program/Course: SPAN 301

Program Chair(s)

Date

General Education Chair(s)

Date

Curriculum Committee Chair(s)

Date

Dean of Faculty

Date