

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM AREA

SPANISH (HUMANITIES & SOCIAL SCIENCES)

1. Catalog Description of the Course. [Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture 3_ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]

SPAN 401: CONTRASTIVE FEATURES OF SPANISH AND ENGLISH (3)

Three hours of lecture per week.

Prerequisite: SPAN 302 or equivalent.

Exploration of the linguistic similarities and differences of Spanish and English regarding their sound systems as well as their grammatical systems. Through this exploration of phonology, morphology and syntax, students will gain an understanding of the features of each language implicated in Second Language Acquisition.

2. Mode of Instruction.

Table with 4 columns: Mode of Instruction, Units, Hours per Unit, Benchmark Enrollment. Rows include Lecture, Seminar, Laboratory, and 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: 1) fulfill the current second language graduation requirement; 2) be an elective in the proposed Spanish minor; 3) be a general elective.

Learning Objectives:

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

- identify and list phonetic transcriptions of written and aural language
•give at least one oral presentation to the class on a linguistic phenomenon
•describe (orally and in writing) and distinguish (aurally) the speech representative of the major dialectal areas of the Spanish-speaking world
•interview someone in the community and report (orally and in writing) on the analysis of his/her pronunciation and grammatical usage
•identify and explain (orally and in writing) the areas of difficulty in the phonology and morphology and syntax of Spanish or English for second language learners.

4. Is this a General Education Course YES NO

5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]

- Introduction to the course.
 - What is linguistics? Definitions of terms
- Phonology:
 - Vowel sounds of Spanish and English
 - Consonants of Spanish and English
 - Phonological processes in both languages
 - What sounds are most difficult to produce for L2 speakers of Spanish? of English? Why?
 - Overview of major dialectal differences in Spanish-speaking world
- Morphology & syntax
 - Spanish:
 - Agreement
 - Verb morphology
 - Ser/Estar
 - Aspect and mood
 - Pronouns
 - English:
 - Word order
 - “Do”, “Be” support
 - Prepositions
 - Contractions
 - What features are most difficult to acquire for L2 learners of Spanish? of English? Why?

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

1. Teschner, Richard V. 2000. *Camino oral: Fonética, fonología y práctica de los sonidos del español*. New York: McGraw-Hill. 2nd ed.
2. Koike, Dale A., et al. 2002. *Lingüística aplicada: Adquisición del español como segunda lengua*. New York: Wiley.

7. List Faculty Qualified to Teach This Course.

Terry L. Ballman and a new hire.

8. Frequency.

- a. Projected semesters to be offered: Fall X Spring Summer

9. New Resources Required.

- a. No new resources are required.

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

January 8, 2003
Date