

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 01.04.11

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# 101 Title Elementary Spanish I Units (4)

4 hours lecture per week

hours blank per week

Prerequisites:

Consent of Instructor Required for Enrollment

Corequisites:

Catalog Description (Do not use any symbols): Continued development of basic functional proficiency in Spanish. As students continue to develop their listening, speaking, reading and writing skills, they will acquire more basic knowledge about the culture and civilization of the Spanish-speaking world. Students with knowledge beyond this course level will be required to take a higher level Spanish course.

Graded

CR/NC

Repeatable for up to units Total Completions

General Education Categories C3-A

Lab Fee Requested

x A - F

Course Level:

X Undergraduate

Post-bac/Credential

Graduate

Optional (Student's choice)

Multiple Enrollment in same semester

NEW

Prefix SPAN Course# 101 Title Elementary Spanish I Units (4)

4 hours lecture per week

hours blank per week

X Prerequisites: SPAN 101 or equivalent

Consent of Instructor Required for Enrollment

Corequisites:

Catalog Description (Do not use any symbols): **Continuation of SPAN 101.** Continued development of basic functional proficiency in Spanish. As students continue to develop their listening, speaking, reading and writing skills, they will acquire more basic knowledge about the culture and civilization of the Spanish-speaking world. Students with knowledge beyond this course level will be required to take a higher level Spanish course.

Graded

CR/NC

Repeatable for up to units Total Completions

General Education Categories C3-A

Lab Fee Requested

x A - F

Course Level:

X Undergraduate

Post-bac/Credential

Graduate

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		30	x	Lecture	4		30	x	
Seminar					Seminar					
Lab					Lab					
Activity					Activity					
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
- 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: 1) be a General Education course in Category C: Art, Literature, Languages and Cultures, subcategory C-3a: Languages; 2) fulfill the current second language graduation requirement; 3) provide the background preparation toward the proposed Spanish minor; 4) be a general elective. The course would be of interest to incoming freshmen as well as transfer students.

NEW

Same as listed in “OLD”.

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

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

~~Review basic geography and demographic information about the Spanish-speaking world.~~

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

NEW

Ask and answer questions and report orally and in writing to demonstrate basic functional proficiency in Spanish.

Ask, answer and report on basic information about classmates' names, places of origin, classes, and majors.

Describe, ask and answer questions and make comparisons related to people's feelings, emotions and situations.

Identify common landforms and processes that produce them.

Describe (orally and in writing) typical weather patterns in several areas of the Spanish-speaking world.

Associate places with leisure and relaxation activities.

Compare and contrast certain sports (e.g., baseball, soccer) in U.S. and Spanish-speaking world.

Tell a joke (in past time) in Spanish.

Summarize major differences between humor in U.S. and in Spanish-speaking world. list dangerous or risky activities, and the symptoms of addiction

Explain the role of television in the Hispanic world and in U.S.

Relate personality traits to animals and other human beings.

Identify the qualities they associate with certain animals, as well as the qualities and animals revered by other cultures (e.g., Aztecs, Mayans).

Describe the concept of pets found in the U.S. and in the Hispanic world.

Describe (orally and in writing) housing in U.S. and in other countries.

Compare and contrast the behavior of several animals with human beings.

Give an adequate response to the question: Is man an animal?

Give and receive directions to locate on a map, or to draw an original map.

List vocabulary related to clothing, professions, and personality traits.

Relate personality traits with appropriate professions.

Summarize role of professional women in several Spanish-speaking countries.

Report (orally and in writing) their views about the probabilities of the future.

Describe similarities and differences between the U. S. and Spanish-speaking cultures.

Gain familiarity with the art work of several Hispanic artists, and describe how they feel about each work.

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

OLD

Introduction to course

A. Review of Introductions; Areas of study, classes, and majors

B. Spanish in the U.S. and Abroad: Review of Basic geographic and demographic information

I. Major Topic: Well Being

A. How do you feel?

1. Talking about how someone feels

2. Talking about how people show their emotions

3. Talking about leisure activities

4. Relating weather to emotions

5. Weather patterns in several Spanish speaking countries

B. How do you relax?

1. More activities for talking about relaxation

2. Places related to leisure activities

3. Sports in U.S. and Hispanic world

4. Narration in the past: Telling a joke

5. Differences in humor among U.S. and Spanish speaking countries

C. What is abuse?

1. Vocabulary related to risky or dangerous activities

2. What are the symptoms of addiction?

3. Telling others what or what not to do

4. The role of television on the Spanish speaking world

II. Major Topic: We Are What We Are

A. With what animal do you identify?

1. Personality descriptors

2. Animal vocabulary

3. Animals as Symbols: PreColombian Civilizations and Other Hispanic cultures

B. What relationship do we have with animals?

1. Examine the relationship between humans and pets

2. Describing your habitat and why you live where you do

3. Concept of pets in U.S. and in Spanish speaking world

4. Extinction of animals, like the stork in Spain

C. Is a human being an animal?

1. Vocabulary for giving and receiving directions

2. Learning about sense of direction among humans and certain animals

3. Comparison of human and animal behaviors toward others

III. Major Topic: Where Are We Going?

1. Vocabulary for Clothing and Travel

2. Vocabulary for Professions

3. Matching Personality Types with Professions

4. The role of professional women in U.S. and in Hispanic world

5. Two Heritage Speakers share their views on the future of the Spanish language

6. Students share their views about the probabilities for the future

Note: Sample art work shared throughout the course (e.g., Goya, Velázquez, Diego Rivera)

NEW

1. Review of concepts and vocabulary from SPAN 101

2. Wellbeing

a. Vocabulary related to feelings, moods, emotions, and addictions

b. Activities related to states of being

c. Leisure activities and hobbies

d. Using the preterite and imperfect tenses to talk about feelings, emotions and activities in the past

e. Using negative and affirmative commands to make

3. Identity

a. Vocabulary related to personal traits, talents, and characteristics

b. Using the present perfect and reflexive verbs to describe oneself and talk about what has happened

c. Using the subjunctive mood and conditional tense to talk about what one would do in a hypothetical situation

d. Vocabulary related to location and directions

4. Travel and future plans

a. Clothing vocabulary and words related to travel

b. Vocabulary related to professions and careers

c. Using the future tense and subjunctive mood to predict future events.

5. Cultural content interspersed throughout course

a. Sports and leisure activities in Hispanic countries

b. The indigenous cultures of Latin America

c. Great artists of the Hispanic world (Cervantes, Dalí, etc.

d. The environment in the Hispanic world

e. Spanish in the United States

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. VanPatten, Bill, et al. 2006. *Vistazos: Un curso breve*. New York: McGraw-Hill. [textbook]
2. VanPatten, Bill, et al. 2006. *Manual que acompaña Vistazos: Un curso breve*. New York: McGraw-Hill. [On-line workbook/lab manual]

NEW 1. VanPatten, Bill, et al. 2010. *Vistazos: Un curso breve*, 3rd edition. New York: McGraw-Hill. [textbook]
2. VanPatten, Bill, et al. 2010. *Manual que acompaña Vistazos: Un curso breve*, 3rd edition. New York: McGraw-Hill. [Workbook/lab manual]

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:

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 | ☐ Course Content |
| ☐ Prefix/suffix | X Course Learning Outcomes |
| ☐ Course number | X References |
| ☐ Units | ☐ GE |
| ☐ Staffing formula and enrollment limits | ☐ Other <input type="text"/> |
| ☐ 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.

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, PhD

01-04-11

Proposer(s) of Course Modification

Date

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

Request for SPAN 101: Elementary Spanish I to be added to GE Category C3a: Language submitted on 10/31/2007.

Committee Response:

Approved by committee on 11-03-2010

Criteria and Justifications Submitted:

- *Develop students' ability to respond subjectively as well as objectively to experience*
Students are actively engaged since the first day of instruction with the subject matter. In addition to learning language and cultural information, students are asked to share information about their own experiences as well as give opinions about cultural similarities and differences.
- *Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination*
Part of the cultural information examined in the course are great works of art (e.g., Picasso, El Greco, Frida Kahlo) and students are asked what they think of same.
- *Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.*
Students are exposed to various genres of music and dance from the Spanish-speaking world. References are made to great writers (e.g., Cervantes as the Spanish-language Shakespeare).
- *Examine the interrelationship between the creative arts, the humanities, and self*
Students are asked to reflect and respond to the interrelationship between how the Spanish language is used and expressed and the cultural themes reflected in practices and great works.
- *Include an exposure to world cultures*
Spanish is spoken as the first language by 400 million people in 21 countries, in Spain, the Americas and Africa. In addition to learning demographic information, students learn about numerous cultural and sociological issues such as the great diversity of the Spanish-speaking world in its ethnicities, traditions and cultural products.
- *Include a cultural component and not solely skills acquisition*
Cultural information is found in each lesson taught. In fact, every quiz and exam has a section dedicated to culture (practices, products, belief systems).
- *Include human to human communication*
One of the major objectives of the CSUCI Spanish program is the development of effective communicative competence, requiring consistent and frequent human to human communication. Pair and small-group work is commonplace throughout the curriculum.

Approval Sheet

Course: 101

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