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## General Education Course Proposal

Proposed Course: SPAN 2A SPANISH FOR COMMUNICATION Units 3.0  
Prefix No. Title

Department: Foreign Languages and Literatures School: Arts and Humanities

GE Category (Indicate one category only):

Foundation: A1\_\_\_; A2\_\_\_; A3\_\_\_; B4\_\_\_  
Breadth: B1\_\_\_; B2\_\_\_; C1\_\_\_; C2 x; D\_\_\_; E\_\_\_  
Integration: B\_\_\_; C\_\_\_; D\_\_\_; International/Multicultural\_\_\_

Existing Course x; Revised Course\_\_\_; New Course\_\_\_

Course Included in Current GE Program x

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Intended for those with two years of high school Spanish. Second year course that emphasizes speaking and reading skills.

Enrollment limit per section: 30

Expected number of sections per semester – Year 1 10; Year 3 10

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Bruce Houston 2-18-98 ✓  
Department Chair Date

Jim Morin 8/27/98  
School Curriculum Committee Date

✓ Luis J. Cortez 4/20/99  
School Dean Date

Pedro Amador 5/3/99  
General Education Subcommittee Date

Brandt Kehoe 5/7/99  
Associate Provost Date

American culture, the study of Spanish expands the student's intellectual horizons by introducing them to a mosaic of cultures united by the Spanish language; fosters life-long learning by giving them the analytic tools with which they can understand language and culture, and prepares them for further professional study by increasing their vocabulary and language skills, not to mention sharpening their mental skills by practice in language analysis.

1. Spanish is a Liberal Studies course.
2. Spanish covers major ideas, themes, and concepts of the Humanities through its focus on Hispanic poetry, philosophy, and history through the reading of Hispanic literature.
3. All grammatical model sentences are derived from primary source readings.
4. The course will have a 2000 word writing requirement.

## II. Elements common to All Sections of Course

1. Content: All sections will review basic Spanish syntax, grammar and morphology, including: 1) The present, future, in simple and progressive forms, of all verbs; 2) The subjunctive mood, all tenses; 3) Active and passive voice of the verb, imperatives; 4) optative mood, all tenses; 5) participles; 6) gender of nouns, prepositions; 7) adjectives, adverbs. In addition, all sections every class period will introduce and discuss various topics of Hispanic literature, history, philosophy, and culture, including but not limited to 1) Conquests of the Iberian Peninsula, Spain as a Conduit for Eastern and Greek philosophy; 2) The Reconquest of Spain: the Cross versus the Crescent; 3) Spain's Imperial Project: 1492 and Beyond; 4) The Rise and Fall of Amerindian Cultures; 5) The Century of Gold: Politics, the Social Order and the Arts; 6) Independence Movements in America; 7) Tyrants and Caudillos; 8) Mexico-U.S. Relations; 9) Contemporary Trends in Latin America; 10) Contemporary Trends in Spain; 11) Hispanic U.S.A.

N.B.: The discussions of Hispanic cultural and literary topics arise directly from the grammatical topics, since all the sentences used as models are paraphrases of or direct quotations from masterpieces of Hispanic poetry, fiction, drama, philosophy, history. . . for example, when discussing the use of the subjunctive in "if" clauses, the instructor would offer the concise example from the epic poem "Cantar de Mio Cid"; "¡Qué buen vasallo sería si túviese buen señor!", which expresses the people's dismay over the Cid's unjust expulsion from his lands, brought about by a weak king's blind reliance on hearsay.

2. Objectives Students will finish each section having completed the homework in Chapters 1-9 of *Puentes* by Marinelli & Mujica Laughlin and passed examinations covering those chapters; and having demonstrated through formal essays (2000 words total) an understanding of significant aspects of the Hispanic political, cultural, and literary heritage.

3. Activities Completion of exercises and oral activities for each chapter of the text; five written examinations; four essays (500 words each) on some aspect of Hispanic culture and literature.

Essay topics will arise out of the classroom discussion topics, and must be approved in advance by the instructor. All essays will be evaluated on grammatical and mechanical correctness as well as on the clarity and development of the thesis and the coherence of the argument. Students are recommended to consult the *MLA Handbook* for information on format and style of the essay.

4. Grading Policy Students must average at least 60% on all work, including examinations and essays, to pass the course. No more than 5% credit for extra projects will be allowed. Class attendance and participation will earn 10% credit.

5. Text *Puentes. Spanish for Intensive & High-beginner Courses* Marinelli & Mujica Laughlin; other texts may be used after consultation with the faculty.

**Schedule** This schedule is approximate; the order and choice of topics may vary from instructor to instructor. However, each section will finish Chapter 9 of the text and will spend at least half of the contact hours on cultural topics.

Week 1 Chapter 1 Introduction to grammatical terms; Hispanic civilization and literature: diversity with a common language.

Week 2 Chapter 1 (cont.) Present tense of regular, stem-changing and irregular verbs; Gustavo Adolfo Bécquer, *Rimas* 4, 53 (poetry)

Week 3 Chapter 2 Uses of *ser*, *estar*, *tener*; Sergio Vodanovic, *El delantal blanco* (drama) Test 1

Week 4 Chapter 3 Adjectives; comparatives & superlatives; El Greco's painting Essay 1

Week 5 Chapter 3 (cont.) Affirmative & negative expressions; Luis C. Infante. *Signos de puntuación* (short story)

Week 6 Chapter 4 Direct & indirect object pronouns; constructions with *gustar*; Spain's architecture at culture's crossroads: three religious styles in La Giralda Tower & Cordoba's Mosque.

Week 7 Chapter 5 Reflexive verbs; Federico García Lorca's *Romancero gitano* (poetry) Test 2

Week 8 Chapters 5 The Subjunctive in Adjectival & Adverbial Clauses;  
Alfonso Sastre. *Muerte en el barrio* (drama)

Week 9 Chapter 6 "If" Clauses; Emilio Carballido, *El censo* (drama) Essay  
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Week 10 Chapter 7 Passive Voice versus "se" constructions; Death in the  
sketches of Guadalupe Posada (art). Test 3

Week 11 Chapter 8 Prepositions & Verbs followed by prepositions; Julio  
Cortázar, *Casa tomada* (short story)

Week 12 Chapter 9 Relative Pronouns; Gabriel García Márquez, *Crónica  
de una muerte anunciada*, selections.

Week 13 Chapter 10 Future & Conditional, simple and compound tenses;  
Horacio Quiroga, *La abeja haragana* (short story) Essay 4

Week 14 Chapter 11 Participles after "ser & estar"; Excerpts from  
Columbus's Diary. Test 4

Week 15 Chapter 12 Special Uses of the Infinitive; Excerpts from  
Cervantes's *Don Quijote* (novel)

**There are no special cost factors associated with this course**

Sample Syllabus  
Spanish 2A  
Spanish for Communication (3 units)

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**Text:** *Puentes: Spanish for Intensive & High-beginner Courses* Marinelli & Mujica Laughlin.

**Requirements:**

Class attendance and participation (10%)  
Four examinations, each covering 3 chapters (50%)  
Four essays, each 500 words, on a topic of Hispanic literature, culture, and history (40%). Topic must be discussed with and approved by instructor in advance. All essays will be graded on grammatical and mechanical correctness, as well as on the presentation and development of thesis and the coherence of the argument. Students should consult the *MLA Handbook* for format and style of essay.

**Grading Scale:**

100-90 A  
80-89 B  
70-79 C  
60-69 D

**Course Goals**

Students will finish the semester having completed the 9 chapters of the text, evidencing by passing performance on exams a knowledge of basic reading skills. As well, students will have a general knowledge of selected Hispanic literary, philosophical, and historical ideas and works; will be able generally to equate these to European and non-European literatures and cultures.

**Course Policies**

Students are expected to attend class with their books, having read the chapter assigned with the homework completed. Homework must be turned in at the start of the hour. Late work, whether exams or exercises, will not be accepted except for legitimate emergencies (sickness, death in family, child-care problems, work conflict, accidents). Class participation

is mandatory. Everyone will be treated with respect and consideration. Talking, eating, or sleeping in class is not acceptable. Students who are having difficulty are encouraged to meet with the professor during office hours for extra help.

Cheating and Plagiarism will be dealt with according to the policies set forth in the Catalog and Schedule of Courses. Students with disabilities should communicate their needs to the instructor and the university.

**Schedule** This schedule is approximate; the order and choice of topics may vary from instructor to instructor. However, each section of the course will finish Chapter 9 of the text and will spend at least half of the contact hours on cultural topics.

Week 1 Chapter 1 Introduction to grammatical terms; Hispanic civilization and literature: diversity with a common language.

Week 2 Chapter 1 (cont.) Present tense of regular, stem-changing and irregular verbs; Gustavo Adolfo Bécquer, *Rimas 4, 53* (poetry)

Week 3 Chapter 2 Uses of *ser, estar, tener*; Sergio Vodanovic, *El delantal blanco* (drama) Test 1

Week 4 Chapter 3 Adjectives; comparatives & superlatives; El Greco's painting Essay 1

Week 5 Chapter 3 (cont.) Affirmative & negative expressions; Luis C. Infante, *Signos de puntuación* (short story)

Week 6 Chapter 4 Direct & indirect object pronouns; constructions with *gustar*; Spain's architecture at culture's crossroads: three religious styles in La Giralda Tower & Cordoba's Mosque.

Week 7 Chapter 5 Reflexive verbs; Federico García Lorca's *Romancero gitano* (poetry) Test 2

Week 8 Chapter 5 (cont.) Other verbs like *gustar*; Colonialism & the champions of human rights: Bartolomé de las Casas & Francisco de Vitoria (history) Essay 2

Week 9 Chapter 6 Imperatives; Muralist Art: Rivera, Orozco, Siqueiros

Week 10 Chapter 6 (cont.) The present subjunctive; Isabel Allende, "Un discreto milagro" from *Los cuentos de Eva Luna* (short story)

Week 11 Chapter 7 Preterite & Imperfect; Politics of Personality: Perón's Argentina & Franco's Spain (history) Test 3

Week 12 Chapter 7 (cont.) The Uses of the past tenses in narration; Julio Cortázar, *La isla* (short story) Essay 3

Week 13 Chapter 8 The imperfect subjunctive; José Martí, *Versos sencillos* (poetry)

Week 14 Chapter 9 The compound tenses of the subjunctive; its use in expressions of emotion; Ricardo Palma, *A la deriva* (short story) Test 4

Week 15 Chapter 9 (cont.) The Subjunctive in Adjective Clauses; Picasso's *Guernica*: art against war (art & history) Essay 4