

# General Education Course Proposal

Proposed Course: SPAN 3 READING AND WRITING 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)

Prerequisites: Span 1B, 2A or 2B. Opportunity to increase reading and writing skills in preparation for upper-division coursework in Spanish.

Enrollment limit per section: 30

Expected number of sections per semester – Year 1 5; Year 3 5

## 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 Thwaiten 2-17-98  
Department Chair Date

Kim Morin 4/22/98  
School Curriculum Committee Date

Paul J. Cook 4/23/98  
School Dean Date

Paul Cook 12/15/98  
General Education Subcommittee Date

Brandt Kehoe 12/22/98  
Associate Provost Date

## G. E. Course Proposal: Spanish 3

### Attachment #2

"A syllabus, which will be binding on all sections of this course, detailing 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."

## GENERAL SYLLABUS FOR SPANISH 3

### Course Description (CSU, Fresno, University Catalog)

Prerequisites: SPAN 1B, 2A or 2B. Opportunity to increase reading and writing skills in preparation for upper-division coursework in Spanish.

### General 3 Course Description.

This course has two primary goals: to teach a number of reading strategies, in order to make reading more efficient and pleasant. By means of pre and post-reading exercises, students tap into background knowledge and increase vocabulary, with minimal dictionary use. The content of authentic materials - articles, visuals, literary pieces - from a variety of Hispanic countries provides a sound cultural basis for understanding different cultures. The second goal is to transfer the strategies to the writing.

### Specific course goals and objectives:

1. Vocabulary preparation: cognates; recognition through context; word families.
2. Advance organizing: anticipating, predicting, skimming and scanning the reading selection.
3. Strategy development: decoding strategies such as using parts of speech or syntax to determine meaning as well as high-order strategies such as interpreting metaphors and distinguishing main from supporting ideas.
4. Transferring strategies to writing brief compositions based on the topics of the reading selections

### Method of Instruction.

Every effort will be made to make the class student-centered. Pre and post-reading exercises will be done then in pairs or small groups. Students should make every effort to speak only Spanish.

## Text.

Currently, the text for Spanish 3 is Fuentes. Lectura y redacción.

## Grades.

Criteria for grades varies somewhat from instructor to instructor. However, in general students' final grades are based on performance in three areas: 1) homework, 2) periodic quizzes and tests, 3) classroom performance. Percentages and specific details for grades are left to each individual faculty.

## Students with Special Needs.

Students with special learning needs should notify the instructor of those special needs and also contact the appropriate University office (Office of Services to Students with Disabilities, 278-2811)

## Plagiarism

Cheating and plagiarism are against University policy. If a student is unsure as to what constitutes plagiarism or cheating, he or she should consult the University Catalog, or ask the course instructor.

## Modifications to the Syllabus

The above procedures and schedule for this course are subject to change in the event of extenuating circumstances. Every effort will be made to notify students of such needed changes in the event they become necessary.

### Homework

Homework will be assigned at the end of all class sessions. It is due the next day of class and will not be accepted late. You may miss a maximum of four homework assignments without penalty. Homework constitutes 20% of the final grade.

### Periodic Quizzes and Tests.

Six major tests will be given during the semester. The tests may be written, oral or a combination of both. The final is not comprehensive; it covers the material covered of the last chapter. The tests are worth 60%, the final exam 20% of the final grade.

### Classroom performance.

Finally, class performance is an important component of the grade. Since the emphasis is on development of all four language skills, you must attend class regularly. Class performance constitutes 20% of the final grade and includes, participation, quality of work while doing activities in pairs, pronunciation, development of fluency.

If you are really concerned about your grade, consider taking the class Credit/No Credit. You have four weeks to decide. A "Credit" means that the class counts toward graduation, but does not affect your GPA.

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### Plagiarism

Cheating and plagiarism are against University policy. If you are unsure as to what constitutes plagiarism or cheating, consult the University Catalog, or ask the instructor.

### Modifications to the Syllabus

The above procedures and schedule for this course are subject to change in the event of extenuating circumstances. Every effort will be made to notify students of such needed changes in the event they become necessary.

## G. E. Course Proposal: Spanish 3

### Attachment #3

"A typical syllabus for a particular offering of the course"

## TYPICAL SYLLABUS FOR SPANISH 3

### Course Description (CSU, Fresno, University Catalog)

Prerequisites: SPAN 1B, 2A or 2B. Opportunity to increase reading and writing skills in preparation for upper-division coursework in Spanish.

### General 3 Course Description.

This course has two primary goals: to teach a number of reading strategies, in order to make reading more efficient and pleasant. By means of pre and post-reading exercises, students tap into background knowledge and increase vocabulary, with minimal dictionary use. The authentic materials - articles, visuals, literary pieces - from a variety of Hispanic countries provides a sound cultural basis for understanding different cultures. The second goal is to transfer the strategies to the writing.

### Specific course goals and objectives:

1. Vocabulary preparation: cognates; recognition through context; word families.
2. Advance organizing: anticipating, predicting, skimming and scanning the reading selection.
3. Strategy development: decoding strategies such as using parts of speech or syntax to determine meaning as well as high-order strategies such as interpreting metaphors and distinguishing main from supporting ideas.
4. Transferring strategies to writing brief compositions based on the topics of the reading selections, i. e. personals, letters, resumes, articles, movie reviews, biographical sketches, research pieces.

### Method of Instruction.

Every effort will be made to make the class student-centered. Activities will be modeled, then done in pairs or small groups. Students should make every effort to speak only Spanish.

### Text.

Currently, the text for Spanish 3 is Fuentes. *Lectura y redacción.*

### Grades.

Your final grade will be based on three elements: 1) homework, 2) periodic quizzes and tests, 3) classroom performance.

## COURSE OUTLINE: Spring '99

Sched # \_\_\_\_\_ Spanish 2B: Spanish for Communication Place \_\_\_\_\_ 1110 MWF

### Semester Outline:

#### WEEK I

Activating background knowledge; scanning  
Cultural focus: Catálogo de la Universidad de las Américas

#### WEEK II

Using format to predict content  
Cultural focus: La dificultad de llamarse hispano  
QUIZ

#### WEEK III

Guessing meaning from context  
Cultural focus: El abecedario de Luisa Valenzuela

#### WEEK IV

Recognizing chronological organization  
Cultural focus: Al-andalus Expreso  
QUIZ

#### WEEK V

Recognizing word families  
Cultural focus: Dayoub, el criado del rico mercader de Bernardo Atxaga

#### WEEK VI

Recognizing symbols, similes and metaphors  
Cultural focus: Africa en América: el Caribe  
QUIZ

#### WEEK VII

Dealing with false cognates  
Cultural focus: Política latinoamericana: Pasos hacia la democracia

#### WEEK VIII

Using prefixes to determine meaning  
Cultural focus: Una nueva conciencia en Hispanoamérica  
QUIZ

#### WEEK IX

Identifying the audience  
Cultural focus: Siesta de Mario Benedetti

#### WEEK X

Annotating and reacting to reading  
Cultural focus: Frida Kahlo: El pincel de la angustia  
QUIZ

#### WEEK XI

Dealing with different registers  
Cultural focus: Marianismo, machismo y feminismo

WEEK XII  
Outlining  
Cultural focus: Garabatos de Pedro Juan Soto  
QUIZ

WEEK XIII  
Recognizing clauses and phrases  
Cultural focus: Modernización y criminalidad en Latinoamérica

WEEK XIV  
Increasing reading speed  
Cultural focus: Orden jerárquico Eduardo Goligorsky  
QUIZ

WEEK XV  
Analyzing Causes and Effects  
Cultural focus: La educación bilingüe y la reafirmación cultural

FINAL EXAM: Weds. May 20th 10-1200

Professor: \_\_\_\_\_ Office Hours: \_\_\_\_\_

## G. E. Course Proposal: Spanish 3

### Attachment #4

*"Any special cost factors associated with this course."*

Spanish 3 does not have any special cost factors, such as studios, special materials, recital halls, etc. A language laboratory would be nice, but we haven't had a viable one for many years and it is not a current priority.