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Revised 3/27  
Approved 3/27

# General Education Course Proposal

Proposed Course: SPAN 4A SPANISH FOR THE BILINGUAL STUDENT 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\_\_\_; C2x\_\_\_; 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)

For the native speaker of Spanish who has intensive life experience using the Spanish language. Grammar is stressed, but speaking, reading, and writing skills are also further developed.

Enrollment limit per section: 30

Expected number of sections per semester – Year 1 4; Year 3 4

### 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

Renee Puentes 2-17-98  
Department Chair Date

Kim Morris 4/22/98  
School Curriculum Committee Date

[Signature] 4/23/98  
School Dean Date

[Signature] 12/15/98  
General Education Subcommittee Date

Brandt Kehoe 12/22/98  
Associate Provost Date

## G. E. Course Proposal : Spanish 4A

### Attachment # 2

#### GENERAL SYLLABUS FOR SPANISH 4A

##### **COURSE DESCRIPTION ( CSU, Fresno, University Catalog)**

For the native speaker of Spanish who has intensive life experience using the Spanish language. Grammar is stressed, but speaking, reading , and writing skills are also further developed. Satisfies G. E. Breadth, Division 7.

**Instructor:** Name  
**Office:** Instructor' office  
**Office hours:** Instructor's office hours (minimum of five hours per week)  
**Phone/email:** Instructor's office phone/voice mail number;email address  
**Dept. office:** EE Building (Engineering East), Room 221; department hours: M-F, 8:30- 1200, 1300-1700.  
**Dept.phone:** 278-2386

##### **General 4A Course Description.**

The course is primarily designed to meet the needs of students of Mexican /Chicano/ Hispanic descent with various levels of proficiency, from limited fluency to complete fluency. This class is oriented for individuals who have had exposure to the Spanish language at home or with family and who have had some or no formal exposure to the study of Spanish. This course is different from Spanish as a second language because students who grew up hearing and speaking Spanish at home have different needs from adult students who began learning Spanish as a second language. Students of Hispanic origin have learned Spanish grammar in a natural setting and benefit from courses which emphasize writing, spelling, vocabulary expansion as well as cultural topics. Spanish is not a "foreign" language for native speakers, but because most of these students have been educated in the United States they need courses in Spanish which will enhance their reading and writing skills as well as linguistic repertoires

##### **Specific course goals and objectives:**

The main objective of the course is to validate and enrich the student's native dialect while at the same time prepares him/her for upper-level language classes through the presentation of grammar exercises, reading and writing skills, spelling, vocabulary expansion as well as cultural topics.

**Course goals:** At the successful completion of this course, the student should be able to

- (1) develop the perceptive skills necessary for literal comprehension in reading,
- (2) distinguish between the orthographic rules of formal and informal Spanish,
- (3) develop skills in organizing and expressing ideas in writing,
- (4) raise the student's self-esteem by expanding knowledge of Hispanic culture, history, sociology, literature and contributions to American society.

### **Method of Instruction.**

Every effort will be made to teach the native students to value the so-called “standard” forms of the language, and at the same time be sensitive to their linguistic repertoires and types of variants. For example, the borrowing process from one language to another and the presence of code switching. Other native speakers may have different cases of phonological and morphological regularization. These are just a few examples of the types of variants that a language instructor of Hispanic descent must be particularly conscious of to facilitate the acquisition of a second or third grammar of Spanish. All activities in and out of the classroom will be relevant to students’ goals and will give them opportunities to expand their knowledge of Spanish while simultaneously learning a great deal about Hispanic culture.

**Course topics:** (but not in this order, and subject to slight changes).

- (Topic 1) Cultural selection and grammatical concepts      Approximately 2-4 weeks.  
Topic 1 includes at least all of the following:  
a) Program I: video segment/videoscript of **El espejo enterrado** (by Carlos Fuentes)  
b) review of English and Spanish alphabet  
c) diphthongs, triphthongs, and hiatus  
d) accentuation, spelling, sentence structure  
e) parts of the speech, capitalization, punctuation  
f) mini-presentation and literary work
- (Topic 2) Cultural selection and grammatical concepts      Approximately 3-6 weeks.  
Topic 2 includes at least all of the following:  
a) Program II: video segment/videoscript of **El espejo enterrado**  
b) identification and forms of the tenses (indicative)  
c) uses of the tenses  
c) mini-presentations and literary work
- (Topic 3) Cultural selection and grammatical concepts      Approximately 2-4 weeks.  
Topic 3 includes at least all of the following:  
a) Program III: video segment/videoscript of **El espejo enterrado**  
b) mood in noun clauses (subjunctive, indicative)  
c) sequence of tenses  
d) mood in relative clauses  
e) mood in idiomatic expressions  
f) mood in adverbial clauses  
g) mini-presentation and literary work
- (Topic 4) Cultural selection and grammatical concepts      Approximately 1-2 weeks.  
Topic 4 includes at least all of the following:  
a) Program IV: video segment/videoscript of **El espejo enterrado**  
b) uses and exceptions of the definite and indefinite articles  
c) uses and exceptions of the nouns  
d) mini-presentation and literary work

(Topic 5) Cultural selection and original research                      Approximately 2-4 weeks.

Topic 5 includes at least all of the following:

- a) Program V: video segment/ videoscript of **El espejo enterrado**
- b) original research by each student on Hispanic culture en the following areas:  
literature, history, religion, sociology and economics

### **Text.**

Currently, the text for Spanish 4A is Avanzando. This text is used for Spanish 4A and 4B. Spanish 4A covers the material in the first half of the book. Every 3-4 years we change textbooks, choosing from among the options the one that best fits our needs and teaching philosophy.

### **Grades.**

Criteria for grades varies somewhat from instructor to instructor. However, in general students' final grades are based on performance in five areas: 1) homework, 2) periodic tests, 3) quizzes and dictations, 4) role playing and mini-presentations, 5) written reports on cultural events related to the Spanish-speaking world. **The University General Education policy states that each course in lower division GE must have a 2,000 word writing requirement.** Accordingly, each student will be required to complete writing assignments, consistent with the GE Policy, at a minimum of 2,000 words. The paper (s) requires the students to use their knowledge of problematic grammatical construction in Spanish and the ability to spell and punctuate correctly, including accentuation. Further details on the structure of the paper assignment will be provided.

**Final exam:** Day, date, time, place.

**Course calendar:** Approximate dates for topics to be covered, reading and assignments due.

**Note:** The schedule and procedures for this course indicated in the course calendar are subject to change in the event of extenuating circumstances.

### **General information:**

1. Attendance policy.
2. Missed quizzes, make-up work, late paper policy.
3. Cheating and 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.

### **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, Madden Library Room 1049, 278-2811).

### **Other specific policies for this course.**

## **G. E. Course Proposal: Spanish 4A**

**Spring 1998  
Schedule # 28932**

### **Attachment # 3 : Typical Syllabus**

4A Spanish for the Bilingual Student

3 units, no prerequisite

Tuesday-thursday 9:45-11:00, San Ramon 6, room #3

### **COURSE DESCRIPTION ( CSU, Fresno, University Catalog)**

For the native speaker of Spanish who has intensive life experience using the Spanish language. Grammar is stressed, but speaking, reading , and writing skills are also further developed. Satisfies G. E. Breadth, Division 7.

**Instructor:** Dr. Zaragoza

**Office:** EE 248

**Office hours:** M 4:00-5:00 PM / T -Th 2:30- 4:30 PM

**Phone/email:** 278-7039- cosme\_zaragoza @csufresno.edu

**Dept. office:** EE Building (Engineering East) Room 221; department hours:

M-F, 8:30- 1200, 1300-1700.

**Dept.phone:** 278-2386

### **General 4A Course Description.**

The course is primarily designed to meet the needs of students of Mexican /Chicano/ Hispanic descent with various levels of proficiency, from limited fluency to complete fluency. This class is oriented for individuals who have had exposure to the Spanish language at home or with family and who have had some or no formal exposure to the study of Spanish. This course is different from Spanish as a second language because students who grew up hearing and speaking Spanish at home have different needs from adult students who began learning Spanish as a second language. Students of Hispanic origin have learned Spanish grammar in a natural setting and benefit from courses which emphasize writing, spelling, vocabulary expansion as well as cultural topics. Spanish is not a "foreign" language for native speakers, but because most of these students have been educated in the United States they need courses in Spanish which will enhance their reading and writing skills as well as linguistic repertoires

### **Specific course goals and objectives:**

The main objective of the course is to validate and enrich the student's native dialect while at the same time prepares him/her for upper-level language classes through the presentation of grammar exercises, reading and writing skills, spelling, vocabulary expansion as well as cultural topics.

**Course goals:** At the successful completion of this course, the student should be able to

- (1) develop the perceptive skills necessary for literal comprehension in reading,
- (2) distinguish between the orthographic rules of formal and informal Spanish,
- (3) develop skills in organizing and expressing ideas in writing,
- (4) raise the student's self-esteem by expanding knowledge of Hispanic culture, history, sociology, literature and contributions to American society.

### **Course topics:**

- (Topic 1) Cultural selection and grammatical concepts (2.5 weeks)
- (Topic 2) Cultural selection and grammatical concepts (3.5 weeks)
- (Topic 3) Cultural selection and grammatical concepts (3.5 weeks)
- (Topic 4) Cultural selection and grammatical concepts (2.5 weeks)
- (Topic 5) Cultural selection and grammatical concepts (3.0 weeks)

### **Method of Instruction.**

Every effort will be made to teach the native students to value the so-called "standard" forms of the language, and at the same time be sensitive to their linguistic repertoires and types of variants. For example, the borrowing process from one language to another and the presence of code switching. Other native speakers may have different cases of phonological and morphological regularization. These are just a few examples of the types of variants that a language instructor of Hispanic descent must be particularly conscious of to facilitate the acquisition of a second or third grammar of Spanish. All activities in and out of the classroom will be relevant to students' goals and will give them opportunities to expand their knowledge of Spanish while simultaneously learning a great deal about Hispanic culture.

### **Grading:**

Will be the average of three major exams, several quizzes and dictations, reading exercises, the final exam, and the written reports on cultural events and writers related to 'the Spanish-speaking world.

### **Text.**

Currently, the text for Spanish 4A is Avanzando. This text is used for Spanish 4A and 4B. Spanish 4A covers the material in the first half of the book. Every 3-4 years we change textbooks, choosing from among the options the one that best fits our needs and teaching philosophy.

### **Grades.**

Your final grades will be based on three elements: 1) homework and written reports (each student will be required to complete writing assignments, consistent with the GE Policy, at a minimum of 2,000 words. The writing assignments require the students to use their knowledge of problematic grammatical construction in Spanish and the ability to spell and punctuate correctly, including accentuation. In addition, there will be four writing assignments: three written reports on cultural events related to the Spanish-speaking world (2 double-spaced typed pages) and one short paper (minimum five pages of text, plus a bibliography) on a Latin American writer or artist, 2) periodic tests, quizzes and dictations, 3) class performance: role playing and mini-presentations.

### **Homework and written reports.**

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 three homework assignments without penalty. Written reports on cultural events related to the Spanish speaking world will be turned in no later than a week after the event. Homework and written reports constitutes 20% of the final grade.

### **Periodic Tests.**

There are three mid-terms and a final, and as well, there will be unannounced quizzes and dictations. The dictations and quizzes are always based on the previous lecture and reading only. The mid-terms cover the material in the text, lecture, and quizzes since the last exam. The final is comprehensive. The first three tests are worth 15% each, and the final exam is worth 20% of the final grade.

### **Classroom performance.**

Finally, class performance is an important, albeit subjective component of the grade. Since the emphasis is on development and enhancement of all four language skills, you must attend class regularly. Class performance constitutes 15% of the final and includes, participation, quality of work while doing activities: role playing and mini-presentations. 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.

**Course calendar:**

<b>Week</b>	<b>Date</b>	<b>Assignment</b>	<b>Topic with readings for the day</b>	<b>Homework</b>
1	1/27		Orientation and interviews	
	1/29		Interviews and oral reports Reading: "Signos de puntuación" "El turista y la x"	(handouts)
2	2/3	Program I: <b>La virgen y el toro</b> Video segment/videoscript of <b>El espejo enterrado</b> (by Carlos Fuentes) Unidad 1: Cristobal Colón/ Unidada 12 Renacimiento y descubrimiento Preliminary chapter Grammatical concepts and terminology		(handouts) Ex.1,2,3 p.9
	2/5	Quiz #1	Review of English and Spanish alphabet Diphthongs, triphthongs, hiatus Accentuation, spelling	Ex. 1,2 p.12
3	2/10		Apuntes de acentuación Mini-presentations and literary work	(handouts)
	2/12	Program I: <b>La virgen y el toro</b> Video segment/videoscript of <b>El espejo enterrado</b> Unidad 3 : España: Los toros Sentence structure, parts of speech/ Capitalization, punctuation		(handouts)
4	2/17	Reading: "España país de contrastes"		Ex. Preguntas p.39-40
	2/19	Quiz # 2	Mini-presentations and literary work	
5	2/24	Chapter 1	Program II: <b>La batalla de los dioses</b> Video segment/videoscript of <b>El espejo enterrado</b> Unidad I: La ciudad de México: Los antepasados Verbs: Identification and forms of the tenses	(handouts) Ex. 1,2,3 p.28-29
	2/26	Test # 1	Uses of tenses	
6	3/3		Readings: "Diversidad versus unidad" "Apocalipsis" de Marco Denevi	p. 64 p. 66
	3/5	Dictation	Past tenses: preterit and imperfect	Ex. 1,2,3 p.35-36



- 7    3/10 Chapter 2    **Program II: La batalla de los dioses**  
 Video segment/videoscript of **El espejo enterrado**  
 Unidad 5: Cortés y Moctezuma  
 Uses of tenses: preterit versus imperfect Ex. 1-5 p.46-48
- 3/12 Quiz # 3        Future and conditional                    Ex. 1,2,3 p.52-53  
       Uses of tenses
- 8    3/17 Chapter #3        Mood: subjunctive, indicative            (handouts)  
 Readings: “Lección sobre ruedas” de Domitilia Barrios p.94  
 “Leyenda” de Jorge Luis Borges p. 95
- 3/19 Dictation        Uses of tenses: present and imperfect        (handouts)  
       Mood in noun clauses                    Ex. 1-5 p. 79-81
- 9    3/24 Test #2            Sequence of tenses
- 3/26                    Mood in idiomatic expressions            (handouts)  
       Mood in adverbial clauses
- 10   3/31 Quiz # 4            **Program III: La edad de oro**            (handouts)  
 Video segment/videoscript of **El espejo enterrado**  
 Unidad 7: Sor Juana  
 Readings: Sor Juana Inés de la Cruz: Voz feminista  
 de Hispanoamérica” p. 119  
 “¿Qué nos dice el poeta?” p. 123
- 4/2                    “Hombre pequeño” de Alfonsina Storni p. 124

### SPRING VACATION

- 11    4/14                    **Program IV: El precio de la libertad**        (handouts)  
 Video segment/ videoscript of **El espejo enterrado**  
 Unidad 8: La cultura europea  
 Mini-presentations and literary work
- 4/165 Written report        Role playing and mini- presentations

- 12 4/21 Chapter #5 Programa V: **Las tres hispanidades** (handouts)  
 Video segment/videoscript of **El espejo enterrado**  
 Unidad 5: Relaciones con los E.E.U.U.  
 Articles and nouns Ex. 1,2,3 p. 129- 130  
 Uses and exceptions
- 4/23 Readings : “La América central” p.147  
 “Los mayas” p. 150  
 “El eclipse” de Augusto Monterroso p. 151
- 13 4/28 Test #3 Program V: **Las tres hispanidades**  
 Video segment/videoscript of **El espejo enterrado**  
 Unidad 7: La cultura una manera de ser  
 Mini-presentations and literary work
- 4/30 Part # 2 “El ramo azul” de Octavio Paz p. 348
- 14 5/5 Quiz #5 “El árbol de oro “ de Ana María Matute p.376
- 5/7 Quiz #6 “Rosa” de Angel Balzarino p. 339
- 15 5/12 Quiz #7 Program V: **Las tres hispanidades**  
 Video segment/videoscript of **El espejo enterrado**  
 Unidad 11: La presencia hispánica en los E.E.U.U.  
 Mini-presentations and literary work
- 5/21 Final exam, 1100-1300 in our classroom.

**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 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.