

General Education Course Proposal

Proposed Course: Spa 4B Spanish for Bilingual Students 3 units
Prefix No. Title

Department: FOREIGN LANG. School: ARTS & HUMANITIES

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2 ; D___; E___
Integration: B___; C___; D___; International/Multicultural___

Existing Course ; Revised Course ___; New Course ___

Course Included in Current GE Program ___

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 students from a bilingual background who have had previous formal study of Spanish. Emphasis on productive language skills, advanced reading comprehension and grammar.

Enrollment limit per section: 35

Expected number of sections per semester - Year 1 2; Year 3 2

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

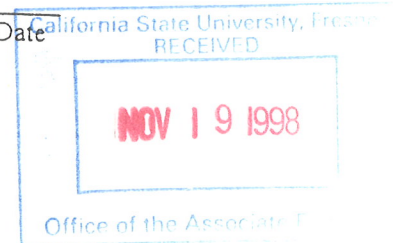
Department Chair _____ Date _____ School Curriculum Committee _____ Date _____

School Dean _____ Date _____ General Education Subcommittee _____ Date _____

Associate Provost _____ Date _____

1/14/98

See attached



General Education Course Proposal

Proposed Course: SPAN 4B 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___; C2_x; D___; E___
 Integration: B___; C___; D___; International/Multicultural___

Existing Course ___; Revised Course x; 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 students from a bilingual background who have had a previous formal study of Spanish. Emphasis on productive language Skills, advanced reading, comprehension and grammar.

Enrollment limit per section: _____

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

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

Rhine Quentin 2-17-98
Department Chair Date

Kim Morris 4/22/98
School Curriculum Committee Date

Jim J. Cortis 4/26/98
School Dean Date

Red Ann 12/15/98
General Education Subcommittee Date

Brandt Kehoe 12/22/98
Associate Provost Date

ATTACHMENT NO. 2: General Syllabus

Proposed Course: Spanish 4B Spanish for the Bilingual Student

Spanish 4B Spanish for the Bilingual Student

3 units, permission of the instructor or Spanish 3

Catalog Description: For students from a bilingual background who have previous formal study of Spanish. Emphasis on productive writing skills, advanced reading comprehension and grammar.

General Education: This course meets General Education requirements.

Instructor: Name
Office: Instructor's office
Office Hours: Instructor's office hours
Phone/e-mail: Instructor's office phone/e-mail address
Dept. Office: Foreign Languages, Room 218, East Engineering
Dept. Phone: 278-2386

Textbooks: The following textbooks are required/recommended for the course; they can be purchased at the Kennel Bookstore:

Author(s)/editor(s), Title, publisher

Fees: There are no fees attached to this course.

Course Goals:

1. To cultivate the intellect and the imagination through the study of literature and the arts.
2. To promote disciplined thinking about language and writing.

3. To promote an understanding of the language of language, grammar.
4. To develop an understanding of the power of language, image, symbol and metaphor in our lives and in the arts.
5. To foster skills in listening, speaking, reading and writing a language other than English within a cultural and artistic context.

Course Topics:

- Topic 1 Introduction to study of culture.
Cultural crosscurrents: Spain, Africa & the Americas.
Introduction to Writing Strategies:
Peter Elbow's *Writing with Power*,
Carol Holder, focused free writing
Writing assignments, readings & class
discussion. (one week)
- Topic 2 Cultural crosscurrents: Carribean, African, Spanish, Native
Short stories: Dominican Republic & Chicano
Introduction to Linguistic Interference
between English and Spanish & Language
Registers. Spanish/English Tone & Style
Differences. Writing assignments, readings &
class discussion. (two weeks)
- Topic 3 Cultural crosscurrents: Visual arts, varieties of Spanish
Exhibition catalogue/ slides
Spanish Phonetics and Parts of Speech.
Writing assignments, readings & class discussion.
(two weeks)
- Topic 4 Cultural crosscurrents: Cuban and African Influences
Cuban short story/ literary reading
The verb and accents. Genre and style definitions.
Writing assignments, readings & class discussion.
(one week)

- Topic 5 Cultural crosscurrents: Mexico and California
California Chicano short story
Writing assignments, grammar & class discussion.
Linguistic interference: c/s/x/z
(one week)
- Topic 6 Cultural crosscurrents: Mexico and Texas
Chicano short story/literary reading
Mainland Spanish/regionalisms
Writing assignments, grammar & class discussion.
Linguistic interference: g/h/j
(one week)
- Topic 7 Cultural crosscurrents: Spanish speaking US
Puerto Rican short story or play/literary reading
Spanish speaking US
Writing assignments, grammar & class discussion.
Linguistic interference: b/v
(one week)
- Topic 8 Cultural crosscurrents: Indigenous America
Mayan legend or Aztec poem/literary reading
Indigenous influence on Spanish
Writing assignments, grammar & class discussion.
Linguistic interference: vocabulary
(one week)
- Topic 9 Cultural crosscurrents: Spain and the Americas
Contemporary & historical Peninsular short story or
poem/literary reading.
Writing assignments, grammar & class discussion.
Linguistic
- Topic 10 Cultural crosscurrents: The Carribean
Dominican short story/literary reading
Writing assignments, grammar & class discussion.
Linguistic issue: hacer/ a ser/ haber/ a ver
(one week)
- Topic 11 Cultural crosscurrents: Mexico
Mexican short story or poem/literary reading
Writing assignments, grammar & class discussion.

Topic 12 Cultural crosscurrents: Argentina
Argentine short story/literary reading
Writing assignments, grammar & class discussion.
Linguistic issue: a/ha/ah/hay
(one week)

The order and emphasis in the coverage of these topics may vary contingent upon the particular instructor and the texts used for the course.

Fall 1998
Foreign Languages & Literatures

Attachment No. 3: Sample Syllabus

Proposed Course: Spanish 4B Spanish for the Bilingual Student

Spanish 4B Spring 199_
Spanish for the Bilingual Student

SYLLABUS

Dr. J. Amaral
214 East Engineering
Office Hours: MWF 9:00AM - 10:00AM
TTH 2:00pm - 3:00PM
Tel. Ext: 8-4595
Messages: 8-2386, Mail Stop #96 or jacintaa@csuf.edu

Catalog Course Description

For students from a bilingual background who have had previous formal study of Spanish. Emphasis on productive language skills, advanced reading comprehension and grammar.

Course Description

This course is especially designed for the student with Spanish in his/her background who wishes to learn more about the great works of Hispanic art and literature while at the same time improving language skills. Using knowledge of Spanish that the student already possesses and of which he/she is frequently unaware, the reading, writing and speaking exercises will help the student to develop a knowledge of Hispanic culture as well as communications skills. These exercises will be based on recent developments in various areas of research useful to you, including communication-based learning, whole language learning and learning style theory. In practical application this format means that frequently you will be working in small groups doing interactive communicative exercises, "freewriting" exercises and oral presentations.

Course Rationale

It is assumed that teaching Hispanic culture and language skills to a person with both Spanish and English in his/her background require a different focus than that needed to teach Spanish to a person with no such experience. Also, in the near future, inhabitants of the Pacific Rim and professionals in all fields will need to call upon varied and developed cultural and language skills to survive and succeed in their various endeavors. Cultural knowledge, training and developed language skills in one language will also be useful in and of itself as well as serving as a foundation to launch other cultural and linguistic studies.

Course Goals and Objectives

1. To cultivate the intellect and the imagination through the study of literature and the arts.
2. To promote disciplined thinking about language and writing.
3. To promote an understanding of the language of language, grammar.
4. To develop an understanding of the power of language, image, symbol and metaphor in our lives and in the arts.
5. To foster skills in listening, speaking, reading and writing a language other than English within a cultural and artistic context.
6. To acquaint you with different techniques to get started writing and to polish your writing.
7. To enable you to become a better and more effective reader.
8. To enable you to overcome public speaking stage-fright

Texts:

Burunat and Starcevic, (1998)
El español y su estructura. New York: Holt Rinehart
(Literary anthology and grammar text)

Garcia, Tomas. (1998)
Pequeno Larousse ilustrado. Paris: Larousse
(Dictionary and proper name encyclopedia)

In-class handouts from Dr. Amaral

Course Requirements

Active class participation

Oral presentations

Writing assignments:

Weekly essays & 1500 word essay

"Focused free-writing assignments"

In-class writing/quizzes
Portfolio/notebook checks
Conscious self-monitoring
Conscious revision of work

Course Focus

Initial work in this course will consist of specific writing and grammar exercises dealing with the common difficulties of Spanish when it is spoken and written in a complex linguistic and cultural environment such as exists here in California and the Southwest. Literary readings will ground the discussion and analysis of these cultural and linguistic issues as well as provide an introduction to the greater world of the humanities and the arts.

Course Writing Instructions

While generating a minimum of six (6) minimum 250 word essays based on the readings or the picture sequences, you will receive "Troublesome Basic Words" derived from your essays. In other words, the material for the "TBW" comes from YOUR writing. I will accumulate and evaluate your compositions for a period of several weeks while I prepare class work based on your "TBW." (A "TBW" discrete item section will also be part of the final; so will actually be preparing and writing part of your final.) Through this process you will be creating your personal mini-dictionary and tailor-made index of words you tend to use or spell incorrectly. After completing the TBW you will correct and revise your essays and compare your writing to the TBW list. This process means that your essays will be reviewed several times by you, by your peers and by me. This process is crucial in turning out good final essay. Once you have written one set of essays we will move on to the second set while following the same pattern of development. At the same time we also be generating our focused free-writing work from the literary selections and articles in order to prepare the raw material for your 1000 essay. You will find that the focused free-writing will greatly facilitate writing the longer essay.

As the course progresses you will develop a heightened awareness of the power of image, symbol, metaphor and language as well as develop an understanding of the complexity of Hispanic culture and the power of art. You will also develop a heightened awareness of the perennial pitfalls of expression in Spanish in this linguistic environment so that you can hone your productive skills, thereby choosing for yourself the style you wish to employ in any given situation. Remember that any sensitivity to cultural diversity and any skill you develop in writing, revising, editing and monitoring your work will be valuable in other courses and will also be a valuable skill in the workplace.

As there will be many handouts during this course you are required to keep an organized portfolio. The portfolio should contain the class handouts, your focused free-writing journal, your quizzes and exercises and your original essays with revisions. This portfolio may be collected and reviewed.

Grade Percentages

Class participation	20%
Weekly essays	25%
Quizzes/writing	15%
1000 word essay	20%
Final examination	20%

Grading Criteria

- A = Performance of the student has demonstrated the highest level of competence, showing sustained superiority in meeting course objectives and demonstrating a very high level of intellectual initiative.
- B = Performance of the student has demonstrated a high level of competence and demonstrating a high level of intellectual initiative.
- C = Performance of the student has demonstrated a satisfactory level of competence, showing an adequate level of comprehension of course content.
- D = Performance of the student has been unsatisfactory, showing inadequacy in meeting the basic course objectives and comprehension course content.
- F= Fails to meet course objectives. Work at this level does not meet the standard for credit toward the degree.

Testing/Assessment/Nature of Exams:

Compositions will be assigned in lieu of examinations. These original compositions should be given the care and attention of an exam as these compositions form an important part of assessment in this course. Grades on weekly or bi-weekly original compositions generated from picture sequences, written commentaries on course literary readings as well as weekly grammar and orthography quizzes will also be part of assessment in this course.

Nature of Final Exam:

The final examination will be comprehensive and will have both discrete item questions and essay questions. The essays questions will be thematic in nature and be applicable to most of the course readings. The discrete item sections will cover grammar issues, literary terms and orthography.

Make-up Examinations and Work:

All discrete item class quizzes with a score of less than 86% must be retaken until a grade of 86% is earned. All essays are due the week they are assigned and can be made up only by permission of the instructor.

Writing Assignments:

- 1- A minimum of eight (8) two page essays (250 words) based on a thematic literary analysis of the course readings or an original story based on a picture sequence will constitute part of the writing assignment. These essays will be reviewed and revised several times. Please be reminded that these essays are you examinations.
- 2 - An annotated bibliography will be required for all course readings. The entry will consist of a minimum of one (1) page (125 words) of personal comments and responses to the reading selection and class discussion.
- 3 - A "focused free-writing" journal of approximately 12 entries based on course readings and additional articles. Journal requires 15 to 20 minutes of non-stop writing responding to thematic focus on readings.
- 4 - An essay of at least 1000/1500 words based on a theme relevant to the course readings and the focused free-writing journal. Focused free-writing journal generally serves as the springboard for the essay. Essay will be evaluated on the basis of content, organized integration of the material, power of expression and correct grammatical usage.

Cheating and Plagiarism:

Cheating is the practice of fraudulent or deceptive acts for the purpose on improving a grade or obtaining course credit. Plagiarism is a specific form of cheating which consists of the misuse of published and/or unpublished works of another by representing the material as one's own work. The

consequences of cheating or plagiarism, according to the CSUF Faculty Handbook may lead to a student being expelled, suspended placed on probation or given a F in the course in which a memorandum explaining the offense will be placed in the student's permanent file.

ADA:

Students with disabilities who have registered with Disabled Student Services will be accommodated according to their specific needs.

Final Note:

Please ask questions.

Please read the Catalogue and the Schedule of Courses.

Keep track of important dates.

Please read all pertinent University publications with regard to grade definitions, dates and deadlines; especially important to your understanding of your grade is the description of grades found in the catalogue.

To meet the instructional needs of the students changes may be made in this syllabus.

Spanish 4B

Lecture Topics/Readings/Assignments/Quizzes

August/September

Orientation, syllabus review and explication, presentation of texts, discussion of primary and secondary sources, introduction to writing strategies and to the study of culture and art. First essay and quiz.

Week of September 4

Cultural crosscurrents: Peninsular, indigenous and African
El peso falso, Henriquez Urena, Dominican Republic
Spanish/English linguistic interference
Essay #2, revisions, grammar and free-write exercises, quiz.

Week of September 11

Cultural crosscurrents: Chicano art and literature
Los quemaditos, Tomas Rivera, California
Spanish Language registers
Revisions, grammar and free-write exercises, quiz

Week of September 18

Cultural Crosscurrents: Chicano Art and literature
Corcoran Museum Exhibit: Hispanic
Spanish Phonetics and Parts of Speech
Essay #3, revisions, grammar and free-write exercises, quiz

Week of September 25

Cultural Crosscurrents: Varieties and Vagaries of Spanish
Essay: *Interferencias linguisticas*
Spanish phonetics and Parts of Speech
Revisions, grammar and free-write exercises, quiz

Week of October 2

Cultural Crosscurrents: Cuba and Africa
Ese lugar a donde me llaman, Novas Calvo, Cuba
The verb and accents
Essay #4, grammar and free write exercises, quiz

Week of October 9

Cultural Crosscurrents: Mexico, Texas and the US

Film: *Y no se lo trago la tierra*

Linguistic interferences: c/s/x/z

Revisions, grammar and free-write exercises, quiz

Week of October 16

Cultural Crosscurrents: Mexico, Texas and the US

Noche buena, Tomas Rivera, California

Linguistic interference: g/h/j

Essay #5, grammar and free-write exercises, quiz

Week of October 23

Cultural Crosscurrents: Puerto Rico and the US

Garabatos, Pedro Juan Soto, Puerto Rico

Linguistic interference: b/v

Revision, grammar and free-write exercises, quiz

Week of November 6

Cultural Crosscurrents: Debts to Indigenous Cultures

Netzahualcoyotl's poetry

Linguistic interference: native vocabulary

Essay #6, grammar and free-write exercises, quiz

Week of November 13

Cultural Crosscurrents: Spain and the New World

Lazarillo de Tormes, anonymous

Linguistic issue: ll & y/haya vs. halla

Revisions, grammar and free-write exercises, quiz

Week of November 20

Cultural crosscurrents:

Estefania, Carmen Lyra, Costa Rica

Linguistic issue: hacer vs. a ser/ haber vs. a ver

Essay #7, grammar and free-write exercises, quiz

Week of November 27

Cultural Crosscurrents: Contemporary Spain

El primer pitillo, Miguel Delibes, Spain

Linguistic issue: echo vs. hecho

Revisions, grammar, first draft from free-writes, quiz

Week of December 4

Cultural crosscurrents: Modern Mexico & its Past

La muerte boca arriba, Cortazar, Argentina

Linguistic issue: a/ha/ah/hay

Grammar, transition word & free write rough draft, quiz

Week of December 11

Cultural crosscurrents: Review

Poem con ninos, Nicolas Guillen, Cuba

Linguistic issues, review

Final draft of thematic essay

Week of December 18

Consultation Days

Final Examination