

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-012-190

SPN 2111 – Intermediate Spanish I (C2 Modification)

General Education Committee

Date: 10/31/2019

Executive Committee
Received and Forwarded

Date: 02/12/2020

Academic Senate

Date: 02/19/2020
First Reading
03/18/2020
Second Reading

TITLE OF REFERRAL: SPN 2111: Intermediate Spanish I

BACKGROUND:

This is a modification of pre-requisites for Intermediate Spanish. It adds the quarter version class SPN 153, which is now SPN 1112, which remains in the pre-reqs. It also adds “or instructor consent” to the pre-reqs to allow students with an equivalent proficiencies gained in SPN 153 or SPN 1112 but have not taken the course. The added quarter version of SPN 1112 (SPN 153) will allow students in the quarter track to more easily enroll. The inclusion of “or instructor consent” is intended to provide both flexibility and inclusivity that will serve both the department and student needs

RESOURCES CONSULTED:

Office of Academic Programs, Kent Dickson-Professor in English and Modern Languages

DISCUSSION:

The added quarter course and the addition of “instructor consent” made perfect sense to the committee since it would better serve students and the department.

RECOMMENDATION:

The GE Committee recommends approval of the additional prerequisites for GE-012-190: SPN 2111: Intermediate Spanish I (C2 Modification)

Curriculog printout provided for reference only. For latest information refer to Curriculog database

SPN - 2111 - Intermediate Spanish I

C. Course - New/Modify General Education

General Catalog Information

Department*

English and Modern Languages

Proposal Type*

New GE Course

Modify GE Course

Modification Summary Pre-reqs modified.

Establish or Modify Articulation Agreement*

Yes

No

Subject Area*

SPN

Catalog Number* 2111

Formal Course Title* Intermediate Spanish I

Abbreviated Course Title* Intermediate Spanish I

Unit(s)*

(3)

C/S Classification

*

C-04 (Lecture/Recitation)

To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

Component*

Lecture

Contact Hour(s)

Instruction Mode(s)*

Asynchronous Local

Face-to-Face

Fully Asynchronous

Fully Synchronous

Hybrid w/Asynchronous Component

Hybrid w/Synchronous Component

Synchronous Local

Web-Assisted

Grading Basis*

Graded Only

Repeat for Credit*

May be taken only once

**Repeat for Credit
Limit****If course may be
repeated for
credit, total units
applicable to
degree and max
units per
semester.****When Offered****Cross Listed
Course Subject
Area and Catalog
Nbr****Dual Listed
Course Subject
Area and Catalog
Nbr****Course Category
(select all that
apply)***

- Major Course
- Service Course (used in other programs)
- GE Course
- None of the above

GE Area/Subarea*

C2

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

I. Catalog Description

Catalog Description* Review of grammar and additional elements of Spanish structure presented within the context of Hispanic Cultures. Communicative competence developed through the skills areas of conversation, reading and writing.

II. Required Coursework and Background (i.e. Enrollment Requirements)**Prerequisite(s)
(leave blank if
none)**Placement Exam, Instructor consent, SPN 153, or [SPN 1112](#).

none)

Pre or
Corequisite(s)
(leave blank if
none)

Concurrent (leave
blank if none)

III. Course Note(s) (OPTIONAL)

Note(s)

IV. Expected Outcomes

A. List the knowledge, skills, or abilities which students should possess upon completing the course.*

1.

Oral communication: communicate orally in Spanish in real-life situations at the ACTFL intermediate low proficiency level.

2.

Written communication: communicate in writing in Spanish at the ACTFL intermediate low proficiency level. Special attention paid to self-correction of errors in grammar and spelling.

3.

Linguistic knowledge: recognize and understand most of the major features of Spanish grammar.

4.

Vocabulary development: develop intermediate-level reading vocabulary.

5.

Reading: demonstrate reading ability and knowledge of short literary and journalistic texts by major writers appropriate to an intermediate proficiency level.

6.

Culture: explain the importance of a wide range of figures, issues, norms and cultural touchstones from throughout the Hispanic world and demonstrate cultural competency at a level sufficient to engage native speakers in conversation at an intermediate level.

B. If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.

Oral Communication: Practice.

Written Communication: Practice.

Literary and Linguistic Knowledge: Practice.

Cultural Knowledge: Practice.

C. Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.*

Through this course, students develop ability in Spanish in the skills areas of speaking, listening, reading and writing. To know a language is to command a privileged and intimate viewpoint on a culture. This course incorporates cultural material (readings, realia, native-speaker video interviews, traditions/manners /mores, and so forth), and students are introduced to short literary readings at a level commensurate with their level of language development. In short, developing language ability in concert with an appreciation for the language, customs and traditions of the target culture, this course meets the description of C3 GE courses exactly.

D. Describe how these outcomes relate to the associated GE Learning Outcomes listed

Ia: Write effectively for various audiences.

This course develops writing proficiency at an intermediate level in Spanish. Students write practical texts in present time, communicating facts and ideas on topics of personal interest and writing short statements about everyday life. They narrate and describe in time frames other than the present at a simple level. Writing tasks include exchanging written messages and letters, making requests for information, taking notes, and narrating events in diaries or letters.

IIb: Analyze major literary, philosophical, historical, or artistic works and explain their significance in society.

Students will read a variety of literary and non-literary texts, see films, study cultural touchstones, and so forth, thus developing familiarity with a variety of major writers, artists, musicians and their works, as well as other cultural touchstones of Hispanic culture. Through discussion exercises and in written compositions, students explain the features particular to the target culture and its history that are exemplified by these works of art, literature, and philosophy.

IIIa: Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

Working always at a level of detail commensurate with their linguistic ability, students will learn about and analyze historical developments in Hispanic culture in discussion and compositions, making reference to examples from literary texts, movies, songs, and other realia that serve as the basis for the cultural

an understanding of the transcultural and translinguistic negotiations necessary for native speakers of Spanish in a majority Anglophone setting. They will become aware of the cultural and linguistic diversity within the Hispanic population of the U.S.

IVb. Demonstrate activities, techniques or behaviors that promote intellectual or cultural growth.

Students will demonstrate knowledge of cultural contributions or practices typical of the target culture (language, culture, art, history, and geography) that may form the basis for life-long intellectual/cultural pursuits (the gateway to study abroad, travel, life-long reading or intellectual interests, and so forth).

General Education Outcomes*

Ia. Write effectively for various audiences

IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

IVb. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

V. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

Instructional Materials*

Dvorak, Trisha et al. ¡Avance!: Intermediate Spanish. 3rd ed. McGraw-Hill, 2013. VitalCourse/CourseSmart online edition through the CSU Affordable Learning Initiative.

Gallego Smith, Olga et al. Mas allá de las palabras: Intermediate Spanish. 3rd. ed. Wiley, 2014. VitalCourse/CourseSmart online edition through the CSU Affordable Learning Initiative.

Sandstedt/Kite/Copeland. Conversación y repaso: Intermediate Spanish. 10th ed. Cengage, 2008. VitalCourse/CourseSmart online edition through the CSU Affordable Learning Initiative.

Sandstedt/Kite/Copeland. Civilización y cultura: Intermediate Spanish. 9th ed. Cengage, 2008. VitalCourse/CourseSmart online edition through the CSU Affordable Learning Initiative.

Sandstedt/Kite/Copeland. Literatura y arte: Intermediate Spanish. 10th ed. Cengage, 2008. VitalCourse/CourseSmart online edition through the CSU Affordable Learning Initiative.

Rusch, Debbie, Marcela Domínguez and Lucía Caycedo Garner. Fuentes: Conversación y gramática. 5th ed. Cengage, 2015.

Rusch, Debbie, Marcela Domínguez and Lucía Caycedo Garner. Fuentes: Lectura y redacción. 5th ed. Cengage, 2015.

Possible secondary sources for the course include the following:

Larousse Pocket Dictionary: Spanish-English / English-Spanish. Boston: Houghton Mifflin, 2009.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

VI. Minimum Student Materials

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

VII. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

Minimum College Facilities*

Smart classroom with projector and DVD capabilities. Blackboard/whiteboard.

VIII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline*

The material of a language course falls generally under the skills areas of speaking and listening, reading, and writing, and the knowledge areas of grammar and culture. This course develops speaking and listening to an appropriate proficiency level through extensive in-class practice. It develops reading through a series of appropriately scaled assigned texts keyed to the vocabulary areas under study, with exercises, in-class support, and assessments. It develops writing through intermediate-level compositions framed so as to use grammar points under study.

Grammar study focusses on review and refinement of first-year concepts, and the presentation of advanced grammar points; it may include: noun-adjective agreement; ser vs. estar; irregular and stem-changing present-tense and preterite verbs; preterite vs. imperfect; present perfect and other compound tenses; imperatives; present and imperfect subjunctive; comparatives and superlatives; direct and indirect object pronouns; the 'gustar' construction; positive, negative and indefinite expressions; the subjunctive in adjectival and adverbial clauses; the compound subjunctive tenses; if clauses; the future and conditional; the sequence of tenses; 'se' constructions and the passive voice.

Cultural and literary topics, which have a much broader scope and depth than in first-year courses, are presented through extended readings, full-length films, and relatively more complex realia. They may include: Major figures in art, literature, music, cinema, politics, sports, science and business; well-known literary and journalistic texts; social mores; ancient civilizations within the Hispanic world; social media, the internet, and major print publications; urban and rural daily life; linguistic differences within the Hispanic world; issues of social justice, equality and the environment.

IX. Instructional Methods

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

Instructional Methods*

Lecture. Discussion. Workshops.

X. Evaluation of Outcomes

A. Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.*

Students' performance will be evaluated using various assessment instruments: quizzes, examinations, homework, compositions, and in-class oral and reading assignments (including short oral presentations). Quizzes and exams will test students' understanding of basic communicative tasks in Spanish as well as Spanish vocabulary, grammar, cultural aspects of the Hispanic world, and ability to GE areas 2b and 3a. In-class oral assignments and homework will assess students' skills development (reading, listening, speaking), as well as memorization tasks such as verbs and vocabulary. Compositions and in-class reading assignments, as well as exams, will be used to assess students' knowledge of Hispanic cultural values, works and figures.

B. Describe the required meaningful writing assignments to be included.*

Instructors provide written feedback on short-answer and essays on exams to evaluate student understanding of and reflection on course material. Instructors

the target culture, as well as practicing specific points under study such as grammar, vocabulary, and register appropriateness issues.

C. Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.*

Alignment of assessments with course and program SLOs:

SLOs (program followed by course)	Quizzes	Exams	Homework	In-class assignments	Compositions
Oral Communication		X	X	X	
Written Communication		X	X		X
Lit./Ling. Knowledge	X	X	X	X	
Cultural Knowledge		X		X	X
Oral Communication		X	X	X	

Linguistic Knowledge	X	X	X	X	
Vocab. Development	X	X	X		X
Reading		X	X	X	
Culture		X		X	X

D. If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.*

Alignment of assessments with GE Area C3 Student Learning Outcomes

Assessment	SLO 1a	SLO 2b	SLO 3a	SLO 4b
Quizzes	X			
Exams	X	X	X	

In-class assignments		X	X	X
Compositions	X			X

XI. Course/Department/College Specific Requirements (OPTIONAL)

**Department/
College Required
ECO Information
(Optional)**

FOR OFFICE OF ACADEMIC PROGRAMS USE ONLY

AY Proposal Submitted 2019-2020

AY Proposal Implemented

PS Academic Group 24-CLASS

PS Academic Organization 226-EFL

Course Type Spanish

PS Course ID (for modified courses only) 006724

Impact Report (for modified courses only) Attached