

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-013-190

SPN 2112: Intermediate Spanish II (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

TITLE OF REFERRAL: SPN 2112: Intermediate Spanish II

BACKGROUND:

The prerequisites for this course were added as a part of semester conversion in the hopes of increasing enrollment in SPN 2111, 2112, and 2140, however the opposite has occurred, resulting in the cancellation of these courses due to under enrollment for the past several semesters. Kent Dickson, Professor of Latin American Literary Studies, stated:

The pre-reqs for all three courses were instituted for the first time with semester conversion—that is, in F 2018. Before that, the second-year Spanish classes were all stand-alone classes. They were not sequenced in such a way that one was a pre-req for another. Basically, we are returning to a system that's similar to the way it was as we seek to remove these pre-reqs. ... With the pre-req in place many of these kinds of students have opted instead to fill their GE C2 requirement with other classes such as SPN 1111. The result has been that we've had to cancel these essential intermediate courses, leaving some students who really needed them high and dry.

The removal of prerequisites would return these courses to their status prior to semester conversion.

RESOURCES CONSULTED:

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

DISCUSSION:

The removal of prerequisites is a way to go back to the way the course was offered during quarters when the second-year Spanish classes were all stand-alone classes, not being sequenced in such a way in which one was a pre-req for another. The quarter design allowed for successful enrolment in the intermediate Spanish classes and thus served the students needing those classes vastly better.

RECOMMENDATION:

The GE Committee recommends approval of the removal of prerequisites for GE-013-190: SPN 2112 – Intermediate Spanish II (C2 Modification).

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

SPN - 2112 - Intermediate Spanish II

C. Course - New/Modify General Education

General Catalog Information

Department*

English and Modern Languages

Proposal Type*

New GE Course

Modify GE Course

Modification Summary Removed pre-reqs.

Establish or Modify Articulation Agreement*

Yes

No

Subject Area*

SPN

Catalog Number* 2112

Formal Course Title* Intermediate Spanish II

Abbreviated Course Title* Intermediate Spanish II

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* Advanced intermediate grammar and vocabulary presented within the context of Hispanic Cultures. Communicative competence developed through the skills areas of conversation, listening, reading and writing.

II. Required Coursework and Background (i.e. Enrollment Requirements)**Prerequisite(s)
(leave blank if
none)**

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 mid proficiency level.

2.

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

3.

Linguistic knowledge: recognize and understand 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.

Critical Reading: Practice.

Appreciation: 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.

associated GE Learning Outcomes listed below.* 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.

Ilb: 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.

in discussion and compositions, making reference to examples from literary texts, movies, songs, and other realia that serve as the basis for the cultural component of the course. Some of these readings, movies, etc., feature diversity within Hispanic culture. Through these exercises, students will begin to develop 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

Instructional Materials*

Possible primary textbooks for the course include the following:

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.

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.

**Minimum Student
Materials***

internet access

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

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 provide written feedback on and sentence-level correction of short essays in the target language. These compositions prompt students to reflect on features of 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		X	X	X	

Written 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	X	X	

Homework	X	X	X	
In-class assignments		X	X	X
Compositions	X	X	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

modified courses 006725
only)

Impact Report Attached
(for modified
courses only)

FOR ACADEMIC SENATE OFFICE USE ONLY

Senate Referral GE-013-190
Number

Senate Report
Number