

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-014-190

SPN 2140: Intermediate Spanish Conversation (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 2140: Intermediate Spanish Conversation

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, 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-014-190: SPN 2140: Intermediate Spanish Conversation (C2 Modification).

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

SPN - 2140 - Intermediate Spanish Conversation

C. Course - New/Modify General Education

General Catalog Information

Department* English and Modern Languages

Proposal Type* New GE Course Modify GE Course

Modification Summary Remove prereqs.

Establish or Modify Articulation Agreement* Yes No

Subject Area* SPN

Catalog Number* 2140

Formal Course Title* Intermediate Spanish Conversation

Abbreviated Course Title* Intermediate Spanish Conv

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)*	<input checked="" type="checkbox"/> Major Course <input type="checkbox"/> Service Course (used in other programs) <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> 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* Intensive practice in comprehension and production of oral Spanish within the framework of Hispanic cultures. Vocabulary building. Frequent oral presentations.

II. Required Coursework and Background (i.e. Enrollment Requirements)

Prerequisite(s) (leave blank if none)
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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: Speak in Spanish, in various situations ranging from one-on-one conversations to basic oral presentations to a group, at an ACTFL intermediate mid level. Work toward ACTFL intermediate high proficiency.
2. Vocabulary: Demonstrate knowledge of vocabulary in the areas covered by the course at a level commensurate with ACTFL intermediate mid, working toward intermediate high.
3. Cultural competence: Demonstrate knowledge of Hispanic mores, touchstones, conversational styles, histories, and so forth in the service of effective communication in a variety of settings with Spanish native speakers.
4. Reading: Demonstrate the ability to read articles, stories, poems and other realia and literary texts of fairly complex nature on the topics covered in the course.
5. Writing: Write summaries of orally presented material, films or articles at an ACTFL intermediate mid 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: Develop Advanced Proficiency.

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 their oral communications skills in Spanish, with accompanying development of vocabulary, reading, grammar, and cultural knowledge. To know a language is to command a privileged and intimate viewpoint on a culture. This course incorporates intensive cultural material such as film, magazine articles, and other realia, and students read literary texts such as short poems, stories, and works of theater. 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 below. *

1a) Write effectively for various audiences.

Students will engage in communicative tasks in writing such as exchanging messages and letters, making requests for information, taking notes, narrating events in diaries or letters, arguing personal opinion on ethical issues, and summarizing readings/films.

2b) Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

Students will develop familiarity with a variety of major writers, artists, musicians and their works, as well as other cultural touchstones of the target culture through course readings and films. Within the linguistic constraints of the intermediate level, they will explain the features particular to Hispanic cultures exemplified by these works. They will begin taking positions on ethical issues within the Hispanic world, and will summarize literary works, films and other texts in writing.

3a) Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

Through oral work, discussions, and short presentations, students will demonstrate the ability to analyze historical developments in Hispanic culture at a level of detail commensurate with their linguistic ability. (History will be presented to contextualize readings and films.) Students will further develop an understanding of cultural diversity in the Hispanic world, including the diversity of U.S. Latino culture.

4b) Demonstrate activities, techniques, or behaviors that promote intellectual or

Students will demonstrate knowledge of cultural contributions or practices typical of Hispanic 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.

There are several intermediate-level Spanish conversation textbooks on the market. Books that could serve as the primary text for the course include the following:

- Blanco, José A. *Revista*. 4th ed. Boston: Vista Higher Learning, 2014.
- Gill, Mary McVey and Diana Smalley. *Cinema for Spanish Conversation*. 4th ed. Boston: Focus Publishing, 2014.
- Brown, Joan. *Conversaciones creadoras: Mastering Spanish Conversation*. 3rd ed. Houghton Mifflin, 2006.
- Gill, Mary McVey and Deana Smalley. *De película: Spanish Conversation through Film*. 3rd ed. Focus Publishing, 2009.
- Iorillo, Nina. *Conversación y controversia*. 5th ed. Prentice Hall, 2003.
- Underwood, John. *Hablando de cine: Conversación avanzada*. McGraw Hill, 2003.
- Yates, Jean. *Practice Makes Perfect: Spanish Conversation*. McGraw Hill, 2011.

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*	Required texts, notebook, writing implement, word processor, printer, and internet access.
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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.
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VIII. Course Outline

Course Outline*

This class is designed to develop oral communication skills, and to a lesser degree reading and writing skills, of second-language Spanish learners to an ACTFL intermediate-high level in preparation for upper division coursework or study abroad experiences. Skills are taught within a framework of Hispanic culture designed to foster cultural competence (knowledge of cultural touchstones, mores, conversational styles, history and so forth). Culture themes are introduced through films, magazine articles, websites, and other realia, with extensive vocabulary and comprehension support provided. Topics may include current events, politics, family, relationships, film, mass media, environment, ecology, history, art, music, contemporary issues, economic conditions, life patterns, technology, career, travel, etc. Listening is developed in-class and out-of-class through the viewing of films structured with comprehension and vocabulary-building exercises. Speaking is developed in-class in different settings, from 1-on-1 and small group exchanges, to debate-style larger groups, whole class discussion, and formal oral presentations. Writing is developed at the level of note-taking and written summaries of information presented in class or films/articles, as well as statements of personal opinion on ethical issues. Course includes some grammar review of major inter-mediate level topics such as the preterite/imperfect and subjunctive tenses as appropriate to the communicative tasks and cultural materials presented, though grammar is not its focus.

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*

Discussion. Workshops. Discussion Boards.

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, short essays or written assignments, in-class oral and reading assignments (including short presentations), and conversation circles and journals. Quizzes and exams will test students' understanding of basic communicative tasks in Spanish as well as Spanish vocabulary, grammar, and cultural aspects of the Hispanic world. 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.

required meaningful writing assignments to be included.*

Instructors provide written feedback on and sentence-level correction of short written assignments and essays in Spanish-journal responses, reflections, commentaries, statements of opinion, summaries or reviews of short films, articles or literary works, and so forth. These compositions prompt students to reflect on features of the target culture, as well as practicing specific points under study such vocabulary and cultural features (and to a lesser extent advanced-level grammar points).

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	Short essays/ written assign.	In-class work (& presentations)	Conversation circles
Oral Communication					X	X
Written Communication				X		X
Lit./Ling. Knowledge	X	X	X	X		
Cultural Knowledge		X	X	X	X	
Oral Communication					X	X

Vocab. Development	X	X	X	X		
Cultural Competence		X	X	X	X	
Reading			X	X	X	
Writing				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 SLOs:

GE SLOs	Quizzes	Exams	Homework	Short essays/ written assign.	In-class work (& presentations)	Conversation circles
SLO 1a	X	X		X		X
SLO 2b			X	X	X	
SLO 3a			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**

PS Course ID (for 006726
modified courses
only)

Impact Report Attached
(for modified
courses only)