

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• **AREA C3: Language Other Than English (LOTER)**
See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: SPAN 201 Intermediate Spanish I		Course Title: Intermediate Spanish 1	
Number of Units: 3			
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____		Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year 2014	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input checked="" type="checkbox"/> hybrid <input checked="" type="checkbox"/> fully on-line
Course Proposer (please print): Michael Hughes		Email: mhughes@csusm.edu	Submission Date:

1. Course Catalog Description: Continuation of Spanish language fundamentals. Emphasis on the development of the skills of reading, listening comprehension, speaking, writing, and on culture. Language laboratory practice is a mandatory component of the course.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

<u>MICHAEL HUGHES</u> <u>3/1/14</u> Course Proposer Date	<u>Michael Hughes</u> <u>3/1/14</u> Department Chair date
--	---

Please note that the department will be required to report assessment data to the GEC annually.
DC Initial

_____	Support	Do not support*	_____	Support	Do not support*
Library Faculty	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	Support	Do not Support*	_____	Approve	Do not Approve
Impacted Discipline Chair	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____			GEC Chair	_____	Date

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Michael Hughes Phone: x8076 Email: mhughes@csusm.edu

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA C3: Language Other Than English (LOTER)

See GE Handbook for information on each section of this form

Part A: C3 Language other than English General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

LOTER GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
C3.1: Demonstrate an intermediate level of speaking and listening competence in a language other than English.	Significant portions of class time are devoted to developing oral competence in Spanish. In addition, students complete copious lab work on-line (ilm) which includes video and more traditional listening assignments	Oral exam, classwork
C3.2: Demonstrate an intermediate level of reading and writing competence in a language other than English.	Every exam has one or more writing components. Students in 201. Writing is a frequent component of in-class activities, and students write one longer essay or several shorter essays.	Writing assignments, homework, exams can be evaluated.
C3.3: Identify several important figures in the target culture(s), and know why they are important.	Students have reading and listening assignments (video) in each chapter that address important cultural themes.	Assessment of these sections on exams, writing assignments.
C3.4: Express themselves in complete sentences at the intermediate level with sufficient accuracy and sociolinguistic appropriateness so as to be understood by a native speaker accustomed to interacting with nonnative speakers.	Students engage in interactive communicative oral exercises during class. Students complete multiple writing assignments both in class and as homework.	Oral exam rubrics evaluated, compared for efficacy.
C3.4: Compare and contrast the student's home culture with target-language culture(s).	Each chapter in the textbook contains texts, videos, and communicative activities that explore one or more Hispanic cultures.	Assessment of these sections on exams, writing assignments.
C3.5: Describe the diversity of cultures found within the target language speech community.	Students study various Hispanic cultures and countries throughout the program of studies. Information is constantly recycled to facilitate comparison.	Assessment of these sections on exams, writing assignments.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Students must complete two short essays in Spanish. Students also have multiple shorter writing assignments in class and for homework.	Writing assignment success assessed across sections.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Each chapter in the text book examines one or more Hispanic cultures and asks students to think about issues facing them (e.g. environmental degradation, indigenous policy, political stability). Students also engage in grammatical analysis of both Spanish and English constructions.	Essay assessed across sections.

California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST

• AREA C3: Language Other Than English (LOTER)

See GE Handbook for information on each section of this form

Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students work online and in their texts to investigate cultural topics. Students must also find relevant information regarding grammatical structures and their analysis.	questionnaire.
---	---	----------------

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA C3: Language Other Than English (LOTER)

See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All C3 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Students must examine, discuss, and write about the diversity of the Hispanic world. Each chapter of the text looks at the demographics and culture of Hispanic cultures, including issues like indigenous rights, and economic inequality.</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Students must examine, discuss, and write about the diversity of the Hispanic world. Each chapter of the text looks at the demographics and culture of Hispanic cultures, including issues like immigration, music, food, and other cultural practices.</i>

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Two shorter essays. Multiple in-class and homework writing assignments. Every test contains multiple writing sections.
All language course proposals/syllabi shall require the application of information literacy to the course material. This includes opportunities for students to read, evaluate and analyze information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	Students work with online materials (workbook and lab manual) to complete much of their homework. They also learn explicit reading and listening strategies to develop these proficiencies in Spanish.
All language courses will include a component which requires students to communicate ideas orally (or manually in the case of signed languages).	Every language class devotes a significant amount of in-class time to developing oral fluency in communicative and personalized activities.



**Español 201
Intermediate Spanish I
Spring 2014**

Profesor/a: _____
Oficina: _____
Horas de consulta: _____
Teléfono: _____ (Durante horas de consulta solamente)
Correo electrónico: _____
Número de curso: _____

Course Description

Objectives

Upon successful completion of the course, you should be able to:

- Comprehend and produce Spanish, in oral and written form, so as to carry out a range of real-world functions related to occupations and professions, job responsibilities, search for employment, express emotional reactions about different subjects such as: urban and rural life, television programs and cinema, forms of government, politics, political issues and the media. These functions include: expressing emotional reactions and opinions, sharing information about natural resources, arts, computers and electronic devices, expressing doubt and uncertainty; communicating about future events; expressing conjecture and probability or unplanned and accidental occurrences; describing hypothetical situations; communicating about emotions, influence, doubt, and denial in the past.
- Express yourself in the above situations, orally in complete phrases, and in writing with complete sentences up to two pages, with enough appropriateness and accuracy so as to be frequently understood by native speakers who are accustomed to speaking with non-native speakers.
- Recognize some of the important Hispanic people, celebrations, and events, as well as some of the similarities and differences between North American culture and those cultures that share the Spanish language with respect to family and home life, workplace situations, art, and news events.

General Education Student Learning Objectives

- Demonstrate an intermediate level of speaking and listening competence in a language other than English.
- Demonstrate an intermediate level of reading and writing competence in a language other than English.
- Identify several important figures in the target culture(s), and know why they are important.

Prerequisites

SPAN 102 or equivalent course (with a C) or two years of high school Spanish with a B or better completed within the last two years.

Required Texts

1. Hershberger, R., Navey-Davis, S., and Borrás Alvarez, G. (2011) *Plazas: Lugar de encuentros*. Fourth Edition. Boston: Heinle Cengage Learning.
2. Pellettieri, J., Rolle-Rissetto, S. and Añover, V. (2011) *Plazas: Lugar de encuentros. Workbook/Labmanual* (Revised Fourth Edition). Boston: Heinle Cengage Learning. **(Online edition, packaged with textbook).**

Recommended Texts

A good Spanish-English dictionary

The following text is recommended especially if you do not have a basic grasp of English grammar. Most students who have purchased the book are quite happy they did so!

1. Spinelli, Emily (1995) English Grammar for Students of Spanish. Ann Arbor: The Oliva and Hill Press.

On-line Resources

Modern Language Studies

<http://www.csusm.edu/languages>

Language Learning Center

<http://lynx.csusm.edu/llc/index.asp>

- Tutors and appointments
<http://www.csusm.edu/llc/students/appointments.html>
- Language Learning Center. Spanish web resources
<http://www.csusm.edu/llc/students/index.html>

Course requirements

Your evaluation in this course will be based on the following tasks:

Course Requirements	%
Class Participation and Attendance (+/-)	10%
Lab Manual/Workbook Activities (iLrn) & Quizzes	15%
Compositions/Assignments	10%
Chapter Exams 4x10%	40%
Oral Exam	10%
Comprehensive Final Exam	15%

Class Participation and Attendance (10%)

Class Participation

You cannot develop skills in Spanish without frequently using the language in a variety of ways. It is for this reason that you are required to actively participate in class discussions and activities throughout the semester. Your participation will be evaluated on a daily basis of:

1. your willingness to use and practice Spanish;
2. your willingness to participate;
3. your cooperation in group and pair work; and
4. the quality of the overall effort you put into the course.

Criteria for evaluating class participation

Superior

- *I always* greeted people and took leave using Spanish expressions.
- I used English *only* after asking for permission and after I attempted to express myself in Spanish.
- I listened attentively when others spoke and showed respect for my peers.
- I *always* made efforts to answer when called on in class.
- I *actively* participated in all pair/group activities and discussions and had a positive attitude.
- I came prepared to class **everyday** (homework done, previous material reviewed...).
- My presence in group work made a positive impact on getting tasks done.
- My written assignments were *always* carefully edited and demonstrated a great deal of effort.

Good

- I *often* greeted people and took leave using Spanish expressions.
- I *only occasionally* used English without attempting to express myself in Spanish first.
- I showed interest in pair/group activities and discussions and regularly participated, though sometimes more *passively* than actively.
- I *generally* came prepared to class (homework done, previous material reviewed...).
- My written assignments were *generally* well edited and demonstrated good effort.
- I showed steady progress throughout the semester.

Average

- I *only sometimes* greeted and took leave of people using Spanish expressions.
- I used *as much English as Spanish* in class and *only* made attempts to use Spanish when the teacher prodded me to do so.
- I *sometimes* chose not to try to answer when called on in class.
- I showed interest in pair/group activities and discussions and regularly participated, though often more passively than actively.
- I *regularly* came to class with my assignments completed, but often I did not review the previously learned material.
- I *generally* came to class on time, **but was tardy on several occasions**. If you arrive late 3 times, it'll be considered an absence. It will affect your participation grade and consequently your final grade. Class is only 50 minutes long.
- Often my assignments were completed *in a hurry*, so they weren't as carefully edited as they could have been and did not *always* demonstrate *a good effort*.
- I showed *some progress*, but mostly at the very end of the semester.

Unsatisfactory

- I regularly used more English than Spanish in class.
- I frequently did not pay attention or participate much in pair/group activities and class discussions.
- I rarely attempted to respond when called on in class.
- I was often distracting and disrespectful to my peers.
- I was frequently unprepared for class.
- I often came to class late or left early.
- My presence in group work had little positive impact on accomplishing the task.
- My written assignments (when I did them) frequently were not edited and did not demonstrate an effort on my part.
- I showed little to no progress throughout the semester.

Not enough to evaluate

- I rarely spoke Spanish in class.
- I did not take advantage of opportunities to speak Spanish in class.
- I did not pay attention during activities.
- I often slept, read the newspaper, did homework, etc. during class activities.

- I consistently came to class late or left class early.
- I rarely turned in assignments, and when I did, they often were not presentable.
- I did not demonstrate any effort in this class.
- I did not show any progress throughout the semester.

Attendance

You will not earn course credit just for attending class because the mere act of filling a seat is not what helps you acquire a language (it is actively engaging in class activities that will help you). However, if you do not attend class you cannot participate, so a failure to attend class will result in the lowering of your grade. Therefore, you will be bound by the following attendance policy:

- *Except for exam dates*, you are allowed three (3) absences throughout the semester no questions asked. Though you could use these days to “take a vacation”, it is recommended that you use these days for those unforeseen emergencies that inevitably happen every semester, i.e. your car breaks down, your alarm does not go off, your kids get sick and you have not back up, etc.
- After three (3) absences each absence will lower your final grade by one letter level (B+ to B).
- After three (3) absences there will be no “excused” absences, so please do not even ask your instructor to excuse them. Should you be forced to miss class because of an uncontrollable circumstance (i.e. jury duty, you become physically incapacitated, etc.), after documenting this condition, you will need to consult with your instructor as to whether you will be able to continue in the course. A short-term absence under these conditions might be excused, provided all missed work is satisfactorily made up. However, long-term absences are impossible to make up and you might be forced to take the course at another time.
- If you accumulate a total of nine (9) absences **you will automatically fail the course**. Note: It is not your instructor’s responsibility to notify you of your number of absences.

Lab Manual/Workbook Activities (iLrn) & Quizzes: 15%

You are responsible for completing the iLrn workbook and lab manual activities for each corresponding chapter. These will be done online by using our **iLrn: Heinle Learning Center** located at: <http://ilrn.heinle.com> or <http://books.quia.com>.

The **iLrn/Heinle Course Code** for this Spanish 201 class is: _____

Your work is due on the dates provided by your instructor. Since the workbook and lab manual activities closely correspond with the textbook activities, it is recommended that

you complete your iLrn homework as you work through the chapter and NOT the night before the due date. It is not your instructor's responsibility to remind you to do your assignments every class. **NO LATE HOMEWORK WILL BE ACCEPTED.**

The purpose of completing the iLrn workbook and lab manual is so that your instructor can check to see that you have actively engaged in studying and practicing Spanish. This is the best way to learn. The purpose of this is NOT to take points away from you for incorrect answers. You may retake activities, and look at the corresponding textbook section/s again. Study the material, and explore the reasons for the wrong answer/s. If you do not understand, ask your professor in the following class, or during office hours.

In addition to the above work, might have additional homework to be turned in throughout the semester, however, even when no specific homework to be turned in is assigned, you still should not think that you do not have homework. To be a successful language learner, and to do well in this course, you must study every day. **Plan to spend approximately 2 hours each day studying Spanish.**

Your instructor may also include unannounced pop quizzes at any time. All graded homework assignments and quizzes will determine your final grade for this category.

Compositions/Assignments: 10%

In addition to in-class writing assignments, you will be required to write one 1-page composition this semester. It must be typed (double spaced in 12 pt. font) and spell checked before being turned in.

You will also have homework assignments on a regular basis. Whether they are oral or written, they must be turned in by their due date. **NO LATE HOMEWORK WILL BE ACCEPTED.** All graded homework assignments will be averaged together to calculate your final grade for this category.

Chapter Exams: 40%

These tests will include listening and reading comprehension as well as written production of Spanish. Dates for exams are indicated on the tentative Class Calendar. **MAKE-UPS ARE ONLY GIVEN IN EXTREME CIRCUMSTANCES**, i.e. you are too ill to come to class, you have been in an accident, etc. In such an extreme emergency, written documentation (such as a doctor's note) is required before any make up will be scheduled. Because of this strict policy, please look at the schedule and plan for back-ups on exam dates just in case of an unexpected emergency.

Oral Exam: 10%

The Oral Exam will consist of an individual or a group presentation on a topic that you choose in consultation with your instructor. Your instructor will tell you when and how

long your oral test will be. As part of the oral test, you are expected to be ready to speak in Spanish; you can bring notes, but only use them as a way to remember difficult vocabulary words, and/or structures. You will lose ten (10) points if you solely read from your notes. You will be evaluated in the following way:

The criteria for evaluating your presentation is the following:

VOCABULARY (25%)

- Inaccurate, insufficient for level; incomprehensible
- Inadequate for level, errors sometimes preclude comprehension; key words not prepared
- Errors are frequent but generally do not preclude comprehension; or limited vocabulary - even if accurate
- Resourceful, errors do not obscure meaning; demonstrates preparation
- Broad range, appropriate for context, resourceful; demonstrates preparation

CONTENT / CONVERSATIONAL APPROPRIACY / CREATIVITY (25%)

- Little information conveyed, disconnected or disorganized ideas, and/or fails to engage with partner(s)
- Lacks logical sequencing; little substance; says less than required
- Topic covered but minimally; and/or limited connection of ideas; and/or lacks social conventions
- Topic covered; limited development of ideas; most information relevant to topic, at least some social conventions included; creative
- Informative; original & well-developed ideas; demonstrates creativity; and/or detailed coverage of topic

GRAMMAR / STRUCTURE (25%)

- Generally inaccurate, with exception of set phrases; largely incomprehensible
- Meaning frequently unclear due to frequent errors; extremely limited range of grammatical structures
- Mistakes sometimes affect meaning, though adequate; and/or limited range of grammatical structures
- Meaning generally clear despite mistakes; good range of structures
- Wide range of structures, mostly accurate

PRONUNCIATION/FLUENCY (25%)

- Halting, fragmented, unnatural pauses make it difficult to follow, pronunciation frequently unintelligible
- Listener must make a concerted effort to understand; halting speech, lack of sufficient preparation
- Discourse flows; mispronunciations are comprehensible, shows preparation
- Clearly making an effort to pronounce accurately; occasional mispronunciations; few unnatural pauses
- Language flows well, no unnatural pauses; few mispronunciations

MAKE-UPS ARE ONLY GIVEN IN EXTREME CIRCUMSTANCES, i.e. you are too ill to come to class for your oral exam, you have been in an accident, etc. In such an extreme emergency, written documentation (such as a doctor's note) is required before any make up will be scheduled.

Final Exam: 15%

Your final exam will be comprehensive. Thus, you cannot wait until the last minute to study for chapter tests. Doing so *might* enable you to squeeze through a chapter exam, but it will not help you acquire and store the skills and vocabulary in your long-term memory. Mark your calendars now for the final exam. Prepare just in case of emergencies, etc., because **NO MAKE UPS WILL BE GIVEN**. If you miss the final, **YOU WILL NOT RECEIVE CREDIT FOR THE EXAM**.

FINAL EXAM DATE: _____

Grade Equivalents

94-100 A	
90-93 A-	
87-89 B+	
83-86 B	
80-82 B-	
77-79 C+	These students will have great difficulty in Spanish 202. It is recommended that they re-take the class.
73-76 C	
70-72 C-	
66-69 D+	
62-65 D	
58-61 D-	
57- F	Failure / no credit is given

On Policies and Procedures

Classroom Etiquette

As an instructor of California State University, San Marcos, I am committed to social justice and academic integrity. Every effort will be made to foster an atmosphere of friendship, trust, and acceptance in the classroom. Thus, discrimination, intolerance, disrespect, or dishonesty of any kind, either toward fellow students or toward the instructor will not be tolerated. If you have any suggestions as to how to further such an atmosphere, please feel free to share them with your instructor at any time. Students who disrespect their professors and/or fellow students, or who are disruptive to the class may be reported to the Dean of Students. Students who feel that they are not being treated fairly should first attempt to resolve their problems with the instructor. Students who have problems that

they do not feel they can resolve directly with their instructor should get in contact with Dr. Michael Hughes, Supervisor of Basic Language Instruction. Every effort will be made to resolve issues quickly.

Michael Hughes, Ph.D.
Markstein Hall 244
(760) 750-8076
mhughes@csusm.edu

Disabilities

Students who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

Academic Dishonesty

There is a strict **NO TOLERANCE** policy for acts of academic dishonesty. Anyone caught violating the CSUSM code of Academic Honesty (see the CSUSM General Catalogue) will fail the assignment and/or the course, and will be immediately turned in to the Dean of Students for academic discipline.

Please be mindful that using an online/computer translator for homework constitutes academic dishonesty. **In addition, the use of any electronic device (laptops, mobile phones, iPhones, etc.) is strictly prohibited during class time.**