

ORIGINATOR'S SECTION:

1. College: **Arts and Sciences** Desired Term: **Fall 07** of implementation.

2. Course is to be considered for C.E.? (If yes, also fill out appropriate GE form*) Yes _____ No **X**

3. Course will be a variable-topics (generic) course? ("generic" is a placeholder for topics) Yes _____ No **X**

4. Course abbreviation and Number:* **SPAN 202B**

5. Title: *(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)*
Intermediate Spanish II for native speakers

6. Abbreviated Title for Banner: *(no more than 25 characters, including spaces)*
SPAN 202B

7. Number of Units:
Three (03)

8. Catalog Description: *(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)*

Continuation of SPAN 201. Further development of the four skills, with an emphasis on reading, composition, and grammar review. Requires practice in a self-paced language laboratory. This course is specifically designed for **heritage native** speakers of Spanish. Conducted in Spanish. Prerequisite: SPAN 201 or equivalent.

9. Why is this course being proposed?

There is already a Spanish 202 course that is designed for all students; non-native and native speakers. However when these two groups are combined in one class, their needs are very different. The WLHL department would like to serve its students' needs better by offering an intermediate course for native speakers that would address the language deficiency that are particular to native speakers.

10. Mode of Instruction*
(See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture X	Three (03)	C 02
Activity		
Lab		

11. Grading Method:*
 Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*
 Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

* If Originator is uncertain of this entry, please consult with Program Department Director/Chair.

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? Yes No
 Faculty _____ Credential Analyst _____ Dean _____ Program/Department - Director/Chair _____

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times _____ (including first offering)

15. Is Course Crosslisted: Yes No
 If yes, indicate which course _____ and check "yes" in item #22 below.

16. Prerequisite(s):
 Spanish 201 or equivalent

17. Corequisite(s):

18. Documentation attached: _____ Syllabus or Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*

20. How often will this course be offered once established?*

 Every semester

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? YES NO _____
 If yes, please specify:
Yes it is a course that students must take for the minor or major in Spanish

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____	Signature _____	Date _____	Support <input type="checkbox"/>	Oppose <input type="checkbox"/>
Discipline _____	Signature _____	Date _____	Support <input type="checkbox"/>	Oppose <input type="checkbox"/>

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

1. Originator (please print or type name) VERONICA ANDOVER Date 02/27/07

2. Program Director/Chair Veronica Andover Date 02/27/07

3. College Curriculum Committee [Signature] Date 3/8/07

4. College Dean (or Designee) [Signature] Date 3/8/07

5. UCC Committee Chair _____ Date _____

6. Vice President for Academic Affairs (or Designee) _____ Date _____

7. President (or Designee) _____ Date _____

* If Originator is uncertain of this entry, please consult with Program Department Director/Chair

Syllabus for Spanish 202B

Course Description.

Spanish 202 is designed for students whose native language is Spanish. It will address the specific needs of heritage speakers in reading, writing, speaking, and listening. In addition, we will have many opportunities to investigate aspects of the cultures of the Spanish Speaking World.

Required Texts.

de la Vega, Sara L., and Carmen Salazar. 2003. *Avanzando: Gramática española y lectura. Quinta edición.* Hoboken NJ: John Wiley & Sons.

de la Vega, Sara L., and Carmen Salazar. 2003 *Avanzando: Gramática española y lectura: Cuaderno de ejercicios.* Hoboken NJ: John Wiley & Sons.

Recommended Text.

A good two-way Spanish-English Dictionary.

Evaluation.

Participation	10%
Weekly Writing	10%
Writing Assignments (2 x 10%)	20%
Homework	15%
Exams (3 x 10%)	30%
Final Exam	15%

Attendance. In order to improve at Spanish, you must have opportunities for practice. One of your best opportunities for practice is in the classroom, therefore, attendance is mandatory. You may miss up to 3 classes without penalty. After 3 absences I will lower your grade on half grade (e.g. from A to A-) for every absence. Exceptions may be made for special circumstances, after consultation with the instructor.

Participation. Your grade for participation you should come to class prepared, and willing to speak Spanish. You should work together with your classmates without taking over the discussion. In general, we would like to work in a supportive and friendly atmosphere, rich in opportunities for all of us to practice.

Weekly Writing Assignments. You will submit a weekly writing assignment over the Web CT system by 5:00 every Friday. You should write at least 2 paragraphs of your best Spanish. I will provide you with the topics for these assignments periodically.

Writing Assignments. You will turn in two writing assignments of approximately 3 pages each on the dates specified above. We will discuss the exact nature of the assignments as the due dates approach. You will also have the opportunity to turn in a

draft of your work before the due date for corrections and suggestions. Like the weekly writing assignments, you will need to turn these in electronically, *via* Web CT.

Homework. The majority of your homework will consist of activities from the *Cuaderno de ejercicios*, and occasionally from the main text book. I will check the work in the *Cuaderno* every couple of weeks. Except for the days when I check your work, you do not have to bring the *Cuaderno* to class. Please note that the answers to most of the activities are found in the back of the book. It is *your* responsibility to check to see if you are doing the work correctly. If you find you are having trouble, please come see me during office hours. I will not assign every exercise from the *Cuaderno*. However, feel free to do exercises I haven't assigned if you feel you would like more practice, or in preparation for the tests. A detailed list of homework assignments can be found on the course website.

Exams. There will be three in-class exams over the course of the semester. These will cover the topics we have been working on in the book. Please note the dates for the exams in your planners. Make-up exams will only be given in extreme circumstances.

Final Exam. There is a comprehensive final exam for this course, to be given on the date specified above.

Academic Integrity. You are encouraged to study together with your classmates. However, any written work you turn in should be your own. Cheating on any assignment, or plagiarism on a composition will result in your receiving no credit. Depending on the seriousness of the infraction, names of students caught cheating may be reported to the Dean of Students

Classroom etiquette. At California State University, San Marcos your instructors are 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 will not be tolerated. If you have any suggestions as to how to further such an atmosphere, please feel free to share them with me.

Final thoughts.

Due dates for exams and assignments given in this syllabus (except for the final exam) are tentative, and may be changed depending on the needs of the class. Any changes will be announced in advance in class and on the website.

If you have a disability and anticipate needing any type of accommodation to participate in this class, please advise me as soon as possible so that your needs can be accommodated properly.

From: Veronica Anover
Sent: Monday, April 02, 2007 3:03 PM
To: Olaf Hansen
Subject: RE: Questions of UCC about SPAN202
Dear Olaf,

Thank you to you and the members of UCC for reviewing my Spanish 202 course proposal, and for the thoughtful suggestions and questions. I will address your questions in your text message, in blue font.

Please let me know if you have further questions, OK?

Best wishes,
Veronica

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<http://lynx.csusm.edu/lc/french/>
<http://www.csusm.edu/languages/>

From: Olaf Hansen
Sent: Mon 4/2/2007 2:18 PM
To: Veronica Anover
Subject: Questions of UCC about SPAN202

Dear Veronica,

Today we looked in UCC at the course proposals for SPAN202A and SPAN202B.

The UCC had no objections to the reason for the course change, but we had a view questions:

1. In item 10 of the C-form for SPAN202A you marked "Faculty" but not "Yes", was this just a typo or did you like to mark "No"? Indeed, it was a typo. Thank you for correcting it.
2. Connected to this is the question if then SPAN202B should have the same entry under item 10. Yes, it should.
3. How will the World Language Department and Spanish Literature determine if a student is a non-native/native speaker? We do have placement tests that assess the level of proficiency of the students. Furthermore, faculty teaching 202 and 301 usually holds an oral proficiency exam or interview to determine the proficiency level of the students. During this oral onterviews it is very easy to assess if a student is native or not. (The use of lexicon, the accuracy of grammar

structures, the level of comprehension, etc).

4. In the catalog description for SPAN202A you write "heritage" instead of "native". UCC thought that this has a different meaning and the use of "native" is more consistent with the title. There is no difference between "heritage" and "native" when speaking about Spanish students (of course the meaning of both words is different, but not when used in the context of students who come from Spanish speaking families). It seems that in the last years the trend among colleagues teaching Spanish has been to use the term "heritage". Maybe because "heritage" reflects better the fact that students came from Spanish backgrounds, and grew up in Spanish households. I do not object at all, changing the wording to "native" to be consistent.
5. UCC would like to change the title of SPAN201A to "Intermediate Spanish II for non-native Spanish Speaker" to make it consistent with SPAN301A. Yes, that sounds good to me for the sake of consistency.

Thank you again!

Thank you very much and have good afternoon

Olaf

Spanish 202B-For Heritage Speakers Student Learning Outcomes

- Recognize Spanish as a global language with regional and social varieties and registers that both unify and differentiate the Spanish-speaking world; in particular, they will recognize the cultural and linguistics roots and features of the Spanish language as spoken in California, elsewhere in the U.S., and throughout the world;
- Be able to expand language proficiency in Spanish, by using the appropriate vocabulary and grammar, producing written discourse and composing academic texts, and giving public oral presentations and readings;
- Be able to improve in the areas where Heritage Spanish Speakers show deficiencies such as spelling, correct use of accents, vocabulary that builds on expressions used at home and in informal situations, and false cognates due to English interference;
- Have the demonstrated ability to carry out several aspects of collaborative learning tasks, including group communication, and peer review;
- Use technological tools and Spanish language resources available through electronic means, such as chat rooms, email, and the Internet for research and classroom purposes; they are able to compare information available only in Spanish with information on the same topics available in English to analyze the different perspectives and/or biases shown in the sources;
- Appreciate the diversity and richness of the Hispanic world's multiple forms of literary and artistic expression, and relate the patterns of behavior and values integral to Hispanic cultures to their own culture, aspirations, and identity
- Identify the grammatical and discursive functions of Spanish language structures in a variety of social and cultural contexts