### Proposal to Initiate, Modify or Delete a Course

**1. Type of Action**

- A. Addition
  - [ ] Regular
  - [ ] Experimental
  - [ ] Other (specify)
- B. Deletion
- C. Modification
  - [ ] in credits
  - [ ] in title
  - [ ] in number or alpha
  - [ ] in prerequisites
  - [ ] Other (specify)

**2. New Alpha, Number and Title**

<table>
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<tr>
<th>SPAN 101, Beginning Spanish I</th>
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**3. Credits**

| 4 |

**4. Old Alpha, Number and Title**

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**5. Credits**

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**6. New Catalog Description**

Introduces basic language structures of the Spanish language emphasizing speaking, writing, listening and reading. Drills and practice emphasized to provide students with the right pronunciation, vocabulary and the control of basic grammar. Introduction to Hispanic culture.

**7. Prerequisites or Recommended Preparation**

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**8. Student Contact Hours Per Week**

| Lecture | 4 |
| Lecture/Lab | 1 |
| Lab | 1 |

**9. Proposed Date of First Offering**

Fall 1991

**10. This Course**

[ ] is required
[ ] is an elective for the WCC Language Arts Program/ Core
[ ] can fulfill UH-Manoa's Foreign Language Requirement (Please specify)

**11. This Course**

[ ] Increases
[ ] Decreases
[ ] Makes no change in number of credits required for the Program/Core

**12. Similar Courses Offered Elsewhere:**

- College(s):
  - UH-Manoa
  - Leeward Community College
  - Kapiolani Community College

**13. This Course is**

[ ] already articulated
[ ] appropriate for articulation with the UH System
[ ] not appropriate for articulation with the UH System

*Provide details of existing or desired articulation (date, college(s), purposes, pre-major or major, etc.)*

Beginning Spanish I (SPAN 101) is offered at UH-Manoa, Kapiolani and Leeward Community Colleges. The course title, alpha and number of credits are the same. Objectives are essentially the same too.

**14. Reason for Initiating, Modifying or Deleting Course or Other Pertinent Comment:**

See attachment.

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**Requested By:**

[Signature]

**Approved By:**

[Signature]

Date: Oct. 12, 1990

Date: 11/14/90

Date: 11/18/90

Date: 11/2/91

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CCCMM #6100

(Amended for WCC use Mar 1990)
# Levels of Review of Course Proposals at WCC

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<th>Signatures</th>
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<tr>
<td>1. Subject Area <em>(one or more instructors in the area)</em></td>
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<td>Dean Henry</td>
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<th>2. Department</th>
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<td>Department Chairperson</td>
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<th>3. Division</th>
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<td>Assistant Dean of Instruction</td>
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<th>4. Curriculum Committee Review</th>
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<td>Approved</td>
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<td>Reason:</td>
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Jean Okumura  
Curriculum Committee Chairperson  
10/12/90
JUSTIFICATION:

Influencing the foreign language program nation-wide at this time is the increased awareness on the part of government, the business community, and students themselves of the value of foreign language capability in career/life planning. This new awareness, which grew out of findings of the 1978 Presidential Commission on Foreign Language and International Studies, promises a long-term positive impact on enrollment.

At UH, two years equivalent of foreign language study are required of all students entering Fall 1989 for the Bachelor’s degree. (See Appendix I "The Language Requirement at the University of Hawaii-Manoa."). This requirement will definitely have an impact on the community colleges.

A study shows that some six thousand Spanish tourists visit Hawaii each year and that there is a projected increase in the new South American cruise trade. Foreign language is a valuable skill for hotel employees, according to Mr. Judd of the Hawaii Hotel Association. According to him, each hotel has one person on the payroll who is fluent in each language needed.

Spanish is an important world language. It ranks third in the total number of speakers world-wide. It is one of the five official languages of the United Nations.

The study of Hispanic language and culture supports the Asian/Pacific area of emphasis since Spanish language and cultural influence figured prominently in the early history and discovery of the Pacific by Europeans. Philippine language and culture were heavily influenced by Spain and Spanish is the official language of ten countries that border on the Pacific.

Moreover, this Spanish program would contribute to expand the European program at Windward Community College.
WCC FORM FOR NEW COURSE PROPOSALS

Course SPAN 101 Submitted by D. Killeen/C. McCarthy Date 4/1/90

1. How is this course related to the educational needs and goals of the College/Department/Community as reflected in the EDP?
   To continue to enhance the quality of the transfer level general educational core.
   To stress on the international studies and a Pacific rim language in particular.

2. Provide details of any additional staff, equipment, facilities, library/media material and other financial support that would be required to implement this course. (Include an estimate of the actual cost of supplies and equipment.)
   What has been done to provide for these additional costs for the proposed date of offering?
   Lecturers' cost
   Teaching aids ($500)

3. Is a similar course taught elsewhere in the UH system? Yes
   If yes, provide details of how this course differs from existing similar courses.
   Same content for each course.

4. Is this course experimental and/or unique to Windward Community College? No
   If yes, provide rationale and details of its impact on the College curriculum.

5. Is a similar course taught on the upper division level by a 4-year UH college? No
   If yes, explain why this course is appropriate at the lower division or how it differs from its upper division counterpart.
   Not applicable.

6. Please attach a complete course outline. Your course outline should address all the items listed in the Guidelines for Course Outlines.

7. If this course is appropriate for transfer to a 4-year UH college, complete and attach WCC Form for Transfer Courses (blue).

WCC 3/90
WCC FORM FOR TRANSFER COURSES
(To be completed for articulation with any 4-year UH campus)

Course  SPAN 101  Submitted by  D. Killeen/C. McCarthy  Date 4/1/90

1. List the counterpart to this course on any 4-year UH campus. Describe the relationship between the course and any related baccalaureate program area.

SPAN 101 may be used to meet foreign language requirements for many baccalaureate degree programs.

2. Is this course taught or accepted by major accredited colleges or universities?
   Yes.

3. Please attach a complete course outline, if you have not done so already. Your course outline should address all the items listed in the Guidelines for Course Outlines.
OUTLINE OF COURSE OBJECTIVES

COURSE NAME: Beginning Spanish I
COURSE NUMBER: SPAN 101
CREDIT HOUR: 04

COURSE DESCRIPTION: Introduces basic language structures of the Spanish language emphasizing speaking, writing, and comprehension in listening and reading. Drills and practice emphasized to provide students with the right pronunciation, vocabulary and the control of basic grammatical structures, in most "everyday" situations and conversations. Students will also gain an awareness of the Hispanic culture and a basic knowledge of the history, geography, and traditions of Spanish-speaking countries. Designed for students with no Spanish language experience.

REQUIREMENTS COURSE SATISFIES:

AT WCC: Language Arts Requirement
AT UH MANOA: Foreign Language Requirement for Bachelor’s Degree

PREREQUISITES: None

RECOMMENDED SPECIAL PREPARATION:

RECOMMENDED BASIC SKILLS LEVELS:

Reading Level of Text(s):

Other:

ACTIVITIES REQUIRED AT SCHEDULED TIMES OTHER THAN CLASS TIMES:

INSTRUCTOR:

OFFICE:

OFFICE HOURS:

TELEPHONE:

EFFECTIVE DATE:
I. COURSE OBJECTIVES:

A. To acquire a basic communicative competence in Spanish
B. To master the fundamental structures of Spanish
C. To acquire a basic proficiency in the 4 language skills of the language learning: reading, writing, speaking and understanding
D. To develop an adequate vocabulary for communication
E. To appreciate another lifestyle and culture and to become culturally aware and sensitive
F. To learn about one’s own language and culture by studying a foreign one

II. METHOD OF INSTRUCTION:

A. Class activities will be conducted entirely in Spanish to increase exposure to the language and enhance proficiency. They will consist of presentation, explanation and practice of sounds, structures and vocabulary from textbook lessons, and group activities to practice basic communication skills.
B. A dynamic oral method consisting in having students listen to a dialogue, repeat each sentence, memorize it and substitute elements in the sentence in order to make a personal statement, will be used.
C. Consistent homework given to students overnight and corrected by the instructor will help personalize this style of teaching.
D. Short writing exercises will be corrected and revised to work toward the development of natural sounding phrases and future composition work.
E. Video, slides and audiotapes will reinforce the language acquisition of reproductive and receptive language skills.
F. A communicative approach will be used for interactive pair and small group activities, role playing, vocabulary development, and grammar in speech and writing.
G. Cultural excursions will highlight the presence of Hispanic language and culture in this community and enhance motivation and interest for the language learning. Students will strongly be encouraged to take advantage of Spanish films at UH or at the Art Academy, tours of visiting Hispanic ships, activities of Sigma Delta Pi (UH Spanish Honor Society), etc.

III. COURSE CONTENT:

A. Phonology:

Students will be able to pronounce, read and write all the sounds of Spanish.
B. Communication:

1. Responding to classroom commands, recognizing descriptions of people, greeting and taking leave of others
2. Describing people and classroom objects
3. Talking about family, describe family members, time, age
4. Talking about weather, origin and nationality, location of people and objects, and school subjects
5. Giving basic personal information about yourself and others, dates, prices
6. Talking about sports and recreational activities, expressing likes, dislikes, future plans, and describing action in progress
7. Talking about daily activities
8. Describing classroom and daily activities, when and where they take place
9. Talking about careers and job-related topics, future plans and obligations
10. Talking about where you live and activities that take place there. Introducing people to each other
11. Talking about things that happened in the past

C. Grammar:

1. Number and gender of nouns, articles, pronouns and adjectives
2. Possessive forms
3. Interrogative forms
4. Pronouns (subject, demonstrative, reflexive, direct, indirect object)
5. Verb forms (commands, infinitive constructions, present, present progressive and preterit tenses)

D. Culture:

Learn about the culture of Spain and Latin America and the differences between Hispanic and North American culture. Cultural material will be provided through the "lecturas adicionales" at the end of each chapter in the textbook, as well as handouts, class presentations and videos.

In Spanish 101, students will cover 6 chapters of the textbook plus the 6 chapters from the workbook which accompany the textbook.

IV. TEXT AND REFERENCE MATERIALS:

A. Terrell, Andrade & others: Dos Mundos (Random House, 1st ed., 1986)
C. Audiotape program to accompany text in language lab.
D. Foreign language periodicals can be made available at the library.
E. Slides will be used to illustrate cultural/historical concepts.
V. EVALUATION:

Daily written and oral preparation for class .... 20%
Workbook activities ............................... 30%
1 oral examination ................................ . 20%
2 unit exams ......................................... 30%

Grading system:
90 to 100% = A
80 to 89%  = B
70 to 79%  = C
60 to 69%  = D
Below 60%  = F