1. What is the theme you propose for your group of courses? In what ways do you think this theme speaks to issues important to our freshman population?

Three-quarter sequence of Language, Culture and Literature Study

The study of language is inherently interdisciplinary. We provide an enriching and diverse course of study in world languages; we teach languages, culture, and literature as inherently related aspects of the intricate phenomenon of human communication. Students “will demonstrate through oral and written works how foundational works in the humanities illuminate enduring human concerns and the intellectual and cultural traditions within which these concerns arise, including both classical and contemporary artists and theorists” (Learning Outcomes for Lower-Division Courses in General Education).

The foreign language courses have content-based lessons that include fine art, music, literature and social studies intertwined into the language curriculum. Students learning a foreign language benefit from the study of the culture, literature, and the art of the people(s) who speak the target language being studied. We carefully select significant artistic and literary readings (and visual presentations: videos, films, slides) that allow students to “critically reflect on the formation of human goals and values, and [...] articulate an understanding of the creativity reflected in works of the humanities that influenced the formation of those values” (Learning Outcomes for Lower Division Courses in General Education).

By means of oral and written work—grammatical exercises, oral presentations, written composition and homework, reading materials, including literary texts—we teach the analytical examination of ideas through several methods. In addition, through the written work (grammatical exercises, written composition and homework) we help freshmen students to improve their writing abilities and grammatical notions. Modern Languages provides a significant amount of remedial teaching to our freshmen.

The study of world languages, culture and literature provides valuable experience for our students and a potential advantage in career development and future employment in today’s globalized economy (global market, international consortia, interacting in different capacities across national cultural and linguistic borders). To be an effective professional in most fields—lawyer, scientist, teacher, doctor, businessman, translator, nurse—knowledge of other language(s) is essential in today’s international workplace.

Some of the freshmen speak languages other than English at home; however, many of them are unable to write them (second or third generation bilingual speakers). These students need to expand their knowledge of vocabulary, grammar and culture in general and to learn the formal aspects of that particular language. Expanding their knowledge about a heritage language gives them a competitive advantage in today’s world.

A significant “benefit of language study is an expanded understanding of diverse, culturally rooted attitudes and behaviors” (MLA). Students at CSUEB can greatly benefit by learning about other culture(s) as they study a new language. This experience expands their personal horizon and teaches them tolerance and respect for others in their community, country and beyond.

---

1 Average age 18; our most highly diverse class of students; mostly urban, approximately 25% of whom are not native speakers of English and more than 50% of whom will take developmental math and/or composition in their first year.
2. List the courses (prefix, number, title, units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLL 1101</td>
<td>Elementary French I</td>
<td>(4 units)</td>
</tr>
<tr>
<td>MLL 1102</td>
<td>Elementary French II</td>
<td>(4 units)</td>
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<tr>
<td>MLL 1103</td>
<td>Elementary French III</td>
<td>(4 units)</td>
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<tr>
<td>MLL 2101</td>
<td>Intermediate French I</td>
<td>(4 units)</td>
</tr>
<tr>
<td>MLL 2102</td>
<td>Intermediate French II</td>
<td>(4 units)</td>
</tr>
<tr>
<td>MLL 2103</td>
<td>Intermediate French III</td>
<td>(4 units)</td>
</tr>
<tr>
<td>MLL 1401</td>
<td>Elementary Spanish I</td>
<td>(4 units)</td>
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<tr>
<td>MLL 1402</td>
<td>Elementary Spanish II</td>
<td>(4 units)</td>
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<tr>
<td>MLL 1403</td>
<td>Elementary Spanish III</td>
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<tr>
<td>MLL 2401</td>
<td>Intermediate Spanish I</td>
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<td>MLL 2402</td>
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<td>(4 units)</td>
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<tr>
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<tr>
<td>MLL 1601</td>
<td>Elementary Chinese I</td>
<td>(4 units)</td>
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<tr>
<td>MLL 1602</td>
<td>Elementary Chinese II</td>
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<td>MLL 1603</td>
<td>Elementary Chinese III</td>
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<tr>
<td>MLL 2601</td>
<td>Intermediate Chinese I</td>
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<tr>
<td>MLL 2602</td>
<td>Intermediate Chinese II</td>
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<tr>
<td>MLL 2603</td>
<td>Intermediate Chinese III</td>
<td>(4 units)</td>
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<tr>
<td>MLL 1651</td>
<td>Elementary Filipino I</td>
<td>(4 units)</td>
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<tr>
<td>MLL 1652</td>
<td>Elementary Filipino II</td>
<td>(4 units)</td>
</tr>
<tr>
<td>MLL 1653</td>
<td>Elementary Filipino III</td>
<td>(4 units)</td>
</tr>
<tr>
<td>MLL 2651</td>
<td>Intermediate Filipino I</td>
<td>(4 units)</td>
</tr>
<tr>
<td>MLL 2652</td>
<td>Intermediate Filipino II</td>
<td>(4 units)</td>
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<tr>
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<td>Intermediate Filipino III</td>
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<td>MLL 1802</td>
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<td>MLL 1803</td>
<td>Elementary Japanese III</td>
<td>(4 units)</td>
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<td>MLL 2801</td>
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<td>MLL 2802</td>
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<td>MLL 2803</td>
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<td>MLL 1901</td>
<td>Elementary Sign Language I</td>
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<td>MLL 1902</td>
<td>Elementary Sign Language II</td>
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<tr>
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<td>MLL 2901</td>
<td>Intermediate Sign Language I</td>
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</tr>
<tr>
<td>MLL 2903</td>
<td>Intermediate Sign Language III</td>
<td>(4 units)</td>
</tr>
</tbody>
</table>
3. Explain how the theme will be used to integrate course content in each course. (Describe the contribution of each discipline’s perspective on the theme that will help create a coherent learning experience for the students).

Language reflects culture; students learning a particular language will gain insights about many cultural aspects linked to the study of the particular societies who speak the target language. Our courses focus on the acquisition of language: speaking, reading, and writing with strong emphasis on the appreciation of the culture. All foreign language courses have content-based lessons that include fine art, music, literature and social studies intertwined into the language curriculum. In addition, all courses taught in Modern Languages and Literatures examine significant written and/or oral texts of the creative intellect and aim to teach our students a critical examination of ideas through the use of varied approaches and methods.

4. Explain how each course in the proposed learning community will support student learning of each of the lower division general education area learning outcomes and General Education requirements (passed by Academic Senate February 17, 2004). Please use the GE course application forms to address this question. (If the course has already been approved for GE credit, and the current application form was used, please attach a copy. If the course has not yet been approved for GE credit, the use of the application form will permit review for GE credit, even if the cluster application is not selected. (http://www.csuhayward.edu/ge/subcommitte/ge/learningoutcomes.htm). Please note: for mixed area learning communities, courses must meet learning outcomes in each area covered by the learning community. For example, a learning community with a course in humanities, one in social science, and one in science must demonstrate that the learning outcomes in humanities, social science, and science are met by the relevant courses.

Since all our courses deal with languages and culture, it is part of our strategy to ask our students to provide oral and written work reflecting how “foundational works in our courses illumniate enduring human concerns and the intellectual and cultural traditions within which these concerns arise”(SLOs). There is a component of reading in all our courses which strengthens the students understanding of the “interaction among historical and cultural contexts, individual works, and the development of humanities over time (SLOs).” We provide our students with literary excerpts, poetry, videotapes, readings on art and culture, slide presentations, and music. Students must provide feedback—oral and written—that will demonstrate their ability to engage in critical thinking and the evaluation of human concerns. Through analysis of creative works and cultural activities in class and outside the classroom (presentation of scholars, visits to museums, films, and varied cultural activities), our students will “reflect on the formation of human goals and values” and will gain an understanding of the “creativity reflected in works of the humanities that influenced the formation of those values (SLOs).”

5. Attach course outlines for the three courses. Each course outline should indicate how the theme would be used in the course and any student activities that cross all three courses. (For example, will there be common reading(s) in the three courses? Will there be common assignments, or assignments on which students work the entire year? Will students keep a cluster portfolio? Etc.

See attached course syllabi.
Signatures of three faculty members: Ideally, the person who will teach the courses will participate in the cluster planning. We acknowledge, however, the difficulties of staffing departments face and understand that the person who plans the new cluster may not be the person who teaches the cluster course. In these cases, we expect the faculty member who plans the cluster will provide a thorough orientation to the expectations and methods developed for the learning community to the actual instructor.

We each agree, if selected, to meet on the following three days for an end-of-Spring or Summer Seminar on interdisciplinary curriculum and pedagogy and course integration.

2 While College approval for application of courses to meet GE requirements is not required, College approval assures support for departmental participation.
MLL 1401: Elementary Spanish I

Section 02: MWF 9:20–10:30am

Professor: Iliana Holbrook
Office Hours: MWF 12:00–1:10 pm and by appointment
Office Location: UM 2595
Telephone: 510-885-3211

Section 03: MWF 10:40–11:50am

E-mail: iliana.holbrook@csueastbay.edu
Plazas Workbook / Laboratory Manual
Recommended: Spanish-English dictionary

COURSE REQUIREMENTS

1. Regular and prompt attendance. (More than three unexcused absences will affect final grade significantly).
2. Careful study of grammatical and cultural readings in Plazas and active class participation.
3. Careful completion of written assignments (grammatical exercises, written compositions); oral presentations; reading materials: handouts and literary texts.
4. Lab attendance required, minimum of one hour per week (audio tapes and videos).
5. Five Exams: There will be four partial exams plus one comprehensive final exam. No make-up exams will be given, but students may drop one partial exam.

Requirements apply to all students; please do not ask for exemptions.

COURSE GOALS

This course will review the five basic language skills: listening, comprehension, reading, writing and communication. Careful preparation of work assignments—grammatical exercises, written compositions, oral presentations, reading materials, and class participation—will improve the student’s oral and written skills.

The course strongly emphasizes cultural aspects of the Hispanic world. The videos, the readings in the cultural segments: "Encuentros" and the literary texts presented have a rich cultural component and will examine significant artistic expressions of the creative intellect: Fine Arts and Letters (including the integration of evaluative and descriptive aspects of the history, theory, aesthetics, and criticism of different works, forms, styles, and schools of art). These materials will expand the student’s view of many aspects of the societies where Spanish is spoken. The major goals are: (a) to teach the critical examination of ideas and theories through the use of historical, linguistic, literary, philosophical, and artistic manifestations and (b) to encourage understanding of enduring human concerns and the intellectual and cultural traditions within which they arise.

IMPORTANT NOTE: A Student cannot receive GE credit if he/she chooses to complete the course as credit-by-exam.
The course will lead to the four Student Learning Outcomes (SLOs) listed below:

1. Students will demonstrate through oral and written works how foundational works in the humanities illuminate enduring human concerns and the intellectual and cultural traditions within which these concerns arise, including both classical and contemporary artists and theorists.

2. Students will demonstrate a developing understanding of how historical and cultural contexts, individual works, and the development of humanities over time, interact.

3. Through oral and written works, students will demonstrate their ability to critically employ concepts, theories, and methods of analysis used in the humanities to interpret and evaluate enduring human concerns.

4. Students will critically reflect on the formation of human goals and values, and will articulate an understanding of the creativity reflected in works of the humanities that influenced the formation of those values.

GRADING

Your final grade will be assigned as follows based on overall average:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<td>80-89%</td>
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<tr>
<td>70-79%</td>
<td>C</td>
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<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>≤ 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

In order to promote more accurate grading, a plus (+) or minus (-) will be added to each corresponding grade when applicable.

There is also a CR/NC option available by request.

GRADE BREAKDOWN

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams (3 out of 4)</td>
<td>30%</td>
</tr>
<tr>
<td>Compositions</td>
<td>25%</td>
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<tr>
<td>Class attendance, participation and written assignments: text and workbook</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
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</table>

There will be four chapter exams (students will be able drop one chapter exam). The student is responsible for keeping up with the Workbook/Laboratory manual; the workbook will be turned in on the day of each of the scheduled exams. The grammatical structures covered in class will correspond to the exercises in the workbook (these should be done the day after grammatical structures are presented in class). Late assignments will receive partial credit only.
<table>
<thead>
<tr>
<th>SCHEDULE</th>
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<tbody>
<tr>
<td><strong>ABRIL</strong></td>
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<tr>
<td>30</td>
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<td><strong>MAYO</strong></td>
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<td>28</td>
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</tbody>
</table>

**JUNIO**

| 6 | Film: Bolivia by Adrian Caetano (Spanish with English subtitles, 70 minutes). |
| 8 | Repaso para el examen final y actividad en clase. Composición IV: Bolivia |

**EXAMEN FINAL**

1401-02: Wednesday, June 13th, 9-10:50am  
1401-03: Monday, June 11th, 11-12:50 pm
MLL 1402 Section 01: Elementary Spanish II

Professor: Iliana Holbrook  
e-mail: iliana.holbrook@csueastbay.edu  
Office Hours: MWF 12:00-1:10 pm and by appointment  
Office: MB 2595  
Telephone: 510-885-3211

MWF 1:20–2:30pm  
Classroom:

*Plazas* Workbook / Laboratory Manual  
Recommended: Spanish-English dictionary

COURSE REQUIREMENTS

1. Regular and prompt attendance. (More than three unexcused absences will affect final grade significantly).
2. Careful study of grammatical and cultural readings in *Plazas* and active class participation.
3. Careful completion of written assignments (grammatical exercises, written compositions); oral presentations; reading materials: handouts and literary texts.
4. Lab attendance required, minimum of one hour per week (audio tapes and videos).
5. Four exams: There will be 3 partial exams (No make-up exams will be given).
6. Final exam on scheduled date.

Requirements apply to all students; please do not ask for exemptions.

COURSE GOALS

This course will review the five basic language skills: listening, comprehension, reading, writing and communication. Careful preparation of work assignments (grammatical exercises, written compositions, oral presentation, reading materials, and class participation will improve the student's oral and written skills.

The course strongly emphasizes cultural aspects of the Hispanic world. The videos, the readings in the cultural segments: “Encuentros” and the literary texts presented have a rich cultural component and will examine significant artistic expressions of the creative intellect: Fine Arts and Letters (including the integration of evaluative and descriptive aspects of the history, theory, aesthetics, and criticism of different works, forms, styles, and schools of art). These materials will expand the student’s view of many aspects of the societies where Spanish is spoken. The major goals are: (a) to teach the critical examination of ideas and theories through the use of historical, linguistic, literary, philosophical, and artistic manifestations and (b) to encourage understanding of enduring human concerns and the intellectual and cultural traditions within which they arise.

IMPORTANT NOTE: A Student cannot receive GE credit if he/she chooses to complete the course as credit-by-exam.
The course will lead to the four Student Learning Outcomes (SLOs) listed below:

1. Students will demonstrate through oral and written works how foundational works in the humanities illuminate enduring human concerns and the intellectual and cultural traditions within which these concerns arise, including both classical and contemporary artists and theorists.

2. Students will demonstrate a developing understanding of how historical and cultural contexts, individual works, and the development of humanities over time, interact.

3. Through oral and written works, students will demonstrate their ability to critically employ concepts, theories, and methods of analysis used in the humanities to interpret and evaluate enduring human concerns.

4. Students will critically reflect on the formation of human goals and values, and will articulate an understanding of the creativity reflected in works of the humanities that influenced the formation of those values.

**GRADING**

Your final grade will be assigned as follows based on overall average:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
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<tr>
<td>≤ 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

In order to promote more accurate grading, a plus (+) or minus (-) will be added to each corresponding grade when applicable.

There is also a CR/NC option available by request.

**GRADE BREAKDOWN**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Compositions</td>
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<tr>
<td>Class attendance, participation and written assignments: text and workbook</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

There will be 3 exams (students will be able drop one exam). The student is responsible for keeping up with the Workbook/Laboratory manual; the workbook will have to be turned in on the day of the scheduled exams. The grammatical structures covered in class will correspond to the exercises in the workbook (these should be done the day after grammatical structures are presented in class). Late assignments will receive partial credit only.
<table>
<thead>
<tr>
<th>ABRIL</th>
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<tr>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Vídeo: Hugo Chávez (30 minutos) y actividad en clase</td>
<td>Estructura II: affirmative and negative expressions pp. 240-242 y actividad en clase.</td>
</tr>
<tr>
<td>11</td>
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<tr>
<td>Estructura III: Verbs with stem changes in the past pp. 184-188 Pablo Neruda: “Oda al tomate” y video: Pablo Neruda, Chile’s Nobel Prize for Literature (15 minutos).</td>
<td>Así se dice: Talking about periods of time since an event took place—hace and hace que pp. 244-245.</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
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<tr>
<td>Composición I: Hugo Chávez. Repaso de estructuras II y III. Plazas: Curaméricas p. 194. Spanish Drama: La casa de Bernarda Alba p. 195 y video: fragmento de La casa de Bernarda Alba de Federico García Lorca (12 minutos).</td>
<td>Así se dice:</td>
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<tr>
<td>16</td>
<td>16</td>
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<tr>
<td>Examen I (capítulo seis y entrega del cuaderno de trabajo pp. 91-100, 104-106, 297-301).</td>
<td>Examen III (entrega del cuaderno de trabajo pp. 143-151, 158-160, 317-319, 321-</td>
</tr>
</tbody>
</table>


CULTURA: Wilfredo Lam: Contemporary Cuban Artist (slide presentation) y Buena Vista Social Club, Traditional Cuban Music (20 min).


JUNIO

Así se dice: Describing reciprocal actions: reciprocal constructions with se, nos and os pp. 298-299.

Encuentro cultural: Las bodas en el mundo hispano p. 301 y Así se dice Adverbs and adverbial expressions p. 302-303


Repaso para el examen final

Examen final: El examen será el 11 de junio: 2:00-3:50pm
<table>
<thead>
<tr>
<th><strong>Professor:</strong> Iliana Holbrook</th>
<th><strong>MWF 10:40-11:50am</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E-mail:</strong> <a href="mailto:Iliana.holbrook@csueastbay.edu">Iliana.holbrook@csueastbay.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Office Hours:</strong> MWF 2:30-4:00pm and by appointment</td>
<td><strong>Text:</strong> <em>Plazas</em>, 2nd Edition by Robert Hershberger et al.</td>
</tr>
<tr>
<td><strong>Office:</strong> MB2595</td>
<td><strong>Plazas Workbook / Laboratory Manual</strong></td>
</tr>
<tr>
<td><strong>Telephone:</strong> 510-885-3211</td>
<td><strong>Recommended:</strong> Spanish-English dictionary</td>
</tr>
</tbody>
</table>

**COURSE REQUIREMENTS**

1. Regular and prompt attendance. (More than **three** unexcused absences will affect final grade significantly).

2. Careful study of grammatical and cultural readings in *Plazas* and active class participation.

3. Careful completion of written assignments (grammatical exercises, written compositions); oral presentations; reading materials: handouts and literary texts.

4. Lab work required, minimum of one hour per week (audio tapes and videos).

5. Four exams: There will be 4 partial exams (No make-up exams will be given).

6. Final exam on scheduled date.

Requirements apply to all students; please do not ask for exemptions.

**COURSE GOALS**

This course will review the five basic language skills: listening, comprehension, reading, writing and communication. Careful preparation of work assignments (grammatical exercises, written compositions, oral presentations, reading materials, and class participation will improve the student's oral and written skills.

The course strongly emphasizes cultural aspects of the Hispanic world. The videos, the readings in the cultural segments: “Encuentros” and the literary texts presented have a rich cultural component and will examine significant artistic expressions of the creative intellect: Fine Arts and Letters (including the integration of evaluative and descriptive aspects of the history, theory, aesthetics, and criticism of different works, forms, styles, and schools of art). These materials will expand the student’s view of many aspects of the societies where Spanish is spoken. The major goals are: (a) to teach the critical examination of ideas and theories through the use of historical, linguistic, literary, philosophical, and artistic manifestations and (b) to encourage understanding of enduring human concerns and the intellectual and cultural traditions within which they arise.

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<tr>
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<tr>
<td>Final Exam</td>
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There will be 4 exams (students will be able drop one exam). The student is responsible for keeping up with the Workbook/Laboratory manual; the workbook will have to be turned in on the day of the scheduled exams. The grammatical structures covered in class will correspond to the exercises in the workbook (these should be done the day after grammatical structures are presented in class). Late assignments will receive partial credit only.
Programa MLL 1403

abril
2  Introducción al curso.
   Repaso: Capítulos 5-10.
4  **Capítulo 11: El mundo del trabajo: Panamá, 316, 325, 331**
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   Video: Music from Panamá: Rubén Blades y actividad en clase
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   HW 11-17 Consejos para Javier, 330. Protocolo en los negocios en el mundo hispanohablante, 329
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16 **Capítulo 12: El medio ambiente: Costa Rica, 348, 356, 364**
   HW 12-1 Asociaciones, 349
18 Expressing emotion and opinions: subjunctive following verbs of emotion,
   impersonal expressions, and ojalá, 353
   HW 12-Ojalá que en Costa Rica, 354. Costa Rica: puros ingredientes naturales,
   352. **Composición II: Costa Rica**
20 Expressing doubts, uncertainty, and hypothesizing; the subjunctive with verbs,
   expressions of uncertainty, and adjective clauses, 360
   HW 12-23 La ciudad ideal, 363. Costa Rica: Estación biológica. La Selva, 359
23 Los animales y el refugio natural, 364
   HW 12-27 Ricardo, el guardaparques, 365
25 Repaso
   HW 12-28 Yo estoy pensando en un animal, 365
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27 **Examen Capítulo 12**

30 **Capítulo 13: El mundo del espectáculo: Perú y Ecuador, 380, 388**
   HW 13-1 Películas y programas, 381
   *“Yuntas” de César Vallejo (Peruvian poet)*

mayo
2  Talking about anticipated actions: subjunctive with purpose and time clauses, 385
   HW 13-7 Otra escena de “¡No puedo más!”, 386. La cinematografía en Latinoamérica, 384
4  Se for unplanned occurrences (No fault se), 392
   HW 13-21 ¡A mi nunca!, 393. Oswaldo Guayasamín, 391

3
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7 Composición III: Oswaldo Guayasamin
Describing completed actions and resulting conditions: use of the past participle as adjective, 394. HW 13-25 Las preguntas del maestro, 395

9 Repaso: HW 13-26 Accidentes memorables e inventados, 395
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18 Expressing conjecture or probability: the conditional, 417
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Turn in Workbook Chapter 10

8 Repaso

11 Examen final (11:00-12:50)
Fall 2010
M.W.F.: 9:20-10:30
Room: RO 0131
monique.manopoulos@csueastbay.edu

Office Hours:
M.W-F: 10:45-11:45 > and by appointment

Grading:

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Textbook:

*Horizons 4th Edition*, Manley, Joan H., et al., Heinle&Heinle/Thompson Learning,
Policies:

∞ Homework will be assigned and completed online. NO late homework will be accepted. If a student is absent the day homework is assigned, it her/his responsibility to check the assignment due date online. Make-up tests will be allowed for an excused absence.

∞ Class rules: Cell phones must be turned off, no food or drinks, chewing gum is allowed but no smacking (of gum).

Class Attendance:

No more than 3 absences excused and un-excused, can be allowed without penalty. For each absence beyond this, 2 points will be deducted from the student's FINAL AVERAGE. Being more than 15mn late will be equivalent to one absence. Leaving the room during class is highly discouraged, except under special circumstances. If so, please inform me in advance.

Accessibility Accommodations: This University abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the instructor as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to: Student Disability Resource Center (510) 885-3621

Goals and Learning Outcome:

This course is designed to use French grammar, vocabulary, art and literature as a basis for classroom discussion and for instruction in language proficiencies in listening, speaking, reading, and writing in various contexts and situations. The emphasis is on an in-depth introduction to important aspects of French/Francophone life, language and culture.

It will definitely allow students to expand their knowledge and understanding of French/Francophone culture: history, literature, art, and present-day society. By doing so, students will learn how to be citizens of the world by acquiring the necessary skills for lifelong learning within ever-changing cultural world contexts.

The intensive practice of activities that constantly challenge students' intellectual abilities, learning methods, thought processes, value systems, and cultural contexts will contribute to educate a group of human beings who will be ready to adapt to challenging cultural contexts throughout their lives and thus to participate in and contribute to an ever-changing democratic world.
EMPLOI DU TEMPS

Mercredi 22 septembre:
Présentation

Vendredi 24 septembre:
Ch préliminaire. Salutations. Pp.6-9

Lundi 27 septembre:
Ch préliminaire. Les chiffres de 0 à 30. Pp.10-11

Mercredi 29 septembre:

Vendredi 1er octobre:
Ch préliminaire. Les jours de la semaine. Pp.12-13

Lundi 4 octobre:
Ch préliminaire. En cours. Pp.20-22
L’heure. Pp.16-19
Mercredi 6 octobre:

La Francophonie. Pp.4-5

Vendredi 8 octobre:

Ch. 1. C’est/Il est/Description physique. Pp.32-35

Lundi 11 octobre:

Ch. 1. Les personnalités. Pp.38-39
Poème: *Le Cancre* de Jacques Prévert

Mercredi 13 octobre:

Ch. 1. Être/Description. Pp.40-41

Vendredi 15 octobre:

RÉVISION

Lundi 18 octobre:

TEST 1

Mercredi 20 octobre:

Ch. 1. Les questions. Pp.42-43

Vendredi 22 octobre:

Ch. 1. Il y a/Articles indéfinis. Pp.44-47

Lundi 25 octobre:

Ch. 1. C’est/Il est/Place de l’adjectif. Pp.48-49

Mercredi 27 octobre:

Ch. 1. Les cours/L’article défini. Pp.50-53
Lecture et Composition p. 56-57

Vendredi 29 octobre:

Ch. 2. Aimer/Passe-temps. Pp.68-69
**Lundi 1er novembre:**

Ch 2. Jouer à/de/ Aimer + infinitif. Pp.70-73

**Mercredi 3 novembre:**

Ch 2. Le week-end/Verbes en -er. Pp. 74-79

**Vendredi 5 novembre:**

RÉVISION

**Lundi 8 novembre:**

TEST 2

**Mercredi 10 novembre:**

Ch 2. Verbes comme préférer et commencer, etc... Pp.80-81

**Vendredi 12 novembre:**

Ch 2. Les mots interrogatifs. Pp.84-85

**Lundi 15 novembre:**

Ch 2 L'inversion. Pp. 86-87

**Mercredi 17 novembre:**


**Vendredi 19 novembre:**

Ch 2. Les chiffres de 30 à 100/Reprise Pp.90-93

Sélections musicales francophones. Pp. 102-103

**Lundi 22 novembre:**


**Mercredi 24 novembre:**


JEU: Le Loto
Vendredi 26 novembre:
CONGÉ

Lundi 29 novembre:
Le monde francophone: Le Canada et le Québec, culture et art.

Mercredi 1er décembre:
Révision

Vendredi 3 décembre:
REPAS FRANCOPHONE

EXAMEN TERMINAL:
MLL 1102-1  
Winter 2011  
M.W.F.: 9:20-10:30  
RO 0119  

Dr. Monique Manopoulos  
Office MB 2597  
Phone: 885-4738  
monique.manopoulos@csueastbay.edu

**Office Hours:**

M-W-F: 10:45-12:00 > and by appointment

**Grading:**

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**Textbooks:**


Or  
(good for18 months)
**Policies:**

- Homework will be assigned online and will have to be completed by the due date.
- Class rules: Cell phones must be turned off, no food or drinks, chewing gum is allowed but no smacking (of gum)

**Class Attendance:**

No more than 6 absences, excused and un-excused, can be allowed without penalty. For each absence beyond this, 2 points will be deducted from the student's **FINAL AVERAGE**. Being more than 15mn late will be equivalent to one absence. Leaving the room during class is highly discouraged, except under special circumstances. If so, please inform me in advance.

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EMPLOI DU TEMPS

Lundi 3 janvier:
Introduction/Review

Mercredi 5 janvier:
Ch. 3. J'ai/Je n'ai pas. Pp.114-117

Vendredi 7 janvier:
Ch. 3. Les adjectifs possessifs. Pp.122-125

Lundi 10 janvier:
Ch.3. Quelques prépositions de lieu. Pp.118-119
Les meubles et couleurs. Pp.120-121

Mercredi 12 janvier:
Ch.3. Adresse et téléphone. Pp.126-127
Ch 3. Quel, etc...Pp.128-129

Vendredi 14 janvier:
Ch.4. Ma famille. Pp.142-143
La Francophonie en Louisiane. Pp.170-171

LUNDI 17 JANVIER: PAS DE COURS

Mercredi 19 janvier:
Ch.4. Expressions avec avoir. Pp.146-7

Vendredi 21 janvier:
Ch.4. Le verbe aller/Le pronom Y. Pp.150-151

Lundi 24 janvier:
Ch.4. Le pronom ON et l’Impératif. Pp.152-153

Mercredi 26 janvier:
Ch.4. Le futur immédiat. Pp.156-159
Vendredi 28 janvier:
Ch4. Les moyens de transport. Pp.160-161
Ch.4. Les verbes prendre et venir. Pp.162-163

Lundi 30 janvier:
Ch 5. Les vêtements. Pp.200-201

Mercredi 2 février:
Ch 5. Les pronoms d’objet direct. Pp. 174-175

Vendredi 4 février:
RÉVISION

Lundi 7 février:
TEST 1

Mercredi 9 février:
Ch 5. Le temps et les projets. Pp.194-195

Vendredi 11 février:

Lundi 14 février:
Ch 5. Le passé composé avec “avoir”. Pp.184-191

Mercredi 16 février:
Ch. 5. Le passé composé avec “être”. Pp.192-197
Le Monde francophone. Les artistes français et francophones européens.

Vendredi 18 février:
RÉVISION

Lundi 21 février:
TEST 2
**Mercredi 23 février:**
Ch 6. Vouloir - Pouvoir - Devoir. Pp.208-211

**Vendredi 25 février:**

**Lundi 28 février:**

**Mercredi 2 mars:**

**Vendredi 4 mars:**

**Lundi 7 mars:**
Raconter une histoire

**Mercredi 9 mars:**
REVISION

**Vendredi 11 mars:**
Repas Francophone
Office Hours:

M.W.F: 10:45-11:45am and by appointment

Textbook:


Grading:

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EMPLOI DU TEMPS

Lundi 28 mars:
Introduction/Révision

Mercredi 30 mars:
Ch 7. Les verbes pronominaux au présent. Pp.262-267

Vendredi 1er avril:

Lundi 4 avril:
Ch 7. Les activités d'hier. Pp.278-281

Mercredi 6 avril:
Court métrage: La Révolution des crabs

Vendredi 8 avril:
Ch 7. Les verbes pronominaux à l'imparfait. Pp.282-283
Ch 7. Les verbes en -re. Pp.276-277

Lundi 11 avril:

Mercredi 13 avril:
Ch 8. Au restaurant 304-309
La France et sa Diversité

Vendredi 15 avril:
Ch 8. Le partitif. Pp.310-311

Lundi 18 avril:
Mercredi 20 avril:

Ch 8. Les expressions de quantité. Pp.318-319

Vendredi 22 avril:

Ch 8. L’usage des articles. Pp.320-321

Lundi 25 avril:

Ch 8. Le pronom EN et le verbe boire. Pp.324-325

Mercredi 27 avril:

Les Artistes antillais

Vendredi 29 avril:

RÉVISION

Lundi 2 mai:

TEST 1

Mercredi 4 mai:

Ch.9. Les verbes dire, lire et écrire. Pp.358-359

Vendredi 6 mai:

Ch.9. Les vacances/Le futur. Pp.350-353

Lundi 9 mai:


Mercredi 11 mai:

Le monde francophone et artistes de l’Ouest africain

Vendredi 13 mai:
REVIEW

Lundi 16 mai:

TEST 2

Mercredi 18 mai:

TEST 2

Vendredi 20 mai:

Ch 10. Le logement. Pp.386-387
Artistes de l’orient francophone.

Lundi 24 mai:

Ch 10. Le subjonctif présent. Pp.388-

Mercredi 26 mai:

Ch 10. Le corps. Pp.392-393

Vendredi 28 mai:

Ch.10. Le Subjonctif présent. Pp.394-405

Lundi 30 mai:

NO CLASS. MEMORIAL DAY

Mercredi 2 juin:

REVISION

Vendredi 4 juin:

REPAS FRANCOPHONE