



SPAN 280 - Spanish for Heritage Speakers I Course Outline

Approval Date: 02/13/2020

Effective Date: 06/08/2020

SECTION A

Unique ID Number CCC000178524

Discipline(s) Foreign Languages

Division Language and Developmental Studies

Subject Area Spanish

Subject Code SPAN

Course Number 280

Course Title Spanish for Heritage Speakers I

TOP Code/SAM Code 1105.00 - Spanish Language and Literature / E -
Non-Occupational

Rationale for adding this course to the curriculum Adding distance education and updating textbooks.

Units 5

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 90.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 180.00

Total Contact Hours 90

Total Student Hours 270

Open Entry/Open Exit No

Maximum Enrollment

Grading Option Letter Grade or P/NP

Distance Education Mode of On-Campus

Instruction Hybrid

Entirely Online

Online with Proctored Exams

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description Designed for bilingual students whose native language is Spanish who wish to improve their skills in reading and writing in Spanish through literature analysis, but open to other linguistically qualified students. Writing composition will be the main focus of the class, but grammar, spelling, speaking, pronunciation, and a variety of Spanish reading selections will also be included; as well as exposure to local and international Hispanic culture as a meaning system and common heritage of the U.S. It is highly recommended for Spanish majors.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s)

- SPAN 121 or equivalent

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Comprehend authentic literary works.
- B. Manage Spanish in writing.
- C. Recognize the contributions of Spanish speaking peoples.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. write short compositions in Spanish, both in class and at home that display the following components: effective organization, coherence, unity, control of grammatical forms and spelling;
- B. differentiate between and manage all components of the writing process, such as pre-writing, organizing, "writing through" problems, critically evaluating one's own work, revising, editing, and post-writing;
- C. manage basic Spanish grammar;
- D. read and comprehend a variety of Spanish texts with increasing ease and fluency;
- E. evaluate, select, and apply Spanish vocabulary, both orally and in writing, at a level appropriate to the linguistic register determined by context (i.e., employ vocabulary beyond current colloquial or local speech practice and distinguish between formal and informal social contexts);
- F. examine, compare, and value the regional and stylistic differences used throughout the many countries and areas that speak Spanish, the differences between the written and spoken language, and the difference between informal, casual Spanish communication and formal, academic Spanish;
- G. and examine, compare, and value the contributions of Spanish speaking communities, both locally and internationally, and the role that language and culture play in his/her own academic and personal formation.
- H.

3. Course Content

- A. Writing Skills
 - a. Focus on narration and description in most student writing

- b. Prewriting activities , such as: group or pair activities, class discussion on related topic, parallel readings available on assigned writing topic, interviewing, brain storming, clustering, outlining, etc.
 - c. Writing activities, such as journal writing, letter writing, and essay writing in keeping with the class assignment of focus, possible poetry or short story writing, as appropriate.
 - d. Basic structure of paragraph/essay: topic sentence, pattern of development, coherence, and unity.
- B. Grammar Skills (Review within context)
- a. Review of three verb conjugations and simple tenses, recognition of verb and complete sentence in Spanish.
 - b. Review of nouns, adjectives, demonstratives, and their agreement in gender and number.
 - c. Main Grammar sections to be covered:
 - a. Vowels and diphthongs in Spanish, consonants, written accent rules (llana, aguda, and esdrújula words.)
 - b. The Spanish Indicative Mood: Present, Preterite, Imperfect, Conditional, Preterite vs Imperfect.
 - c. The Spanish Subjunctive Mood: Present, Spanish Subjunctive in the noun clause, Spanish Subjunctive in the adjective clause.
 - d. The Spanish Imperative Mood.
 - e. The Forms of Irregular Verbs in Spanish.
 - f. Affirmative Words and Their Negative Counterparts.
- C. Reading Skills
- a. Developing word recognition skills and recognizing words in context.
 - b. Sentence comprehension and recognizing main ideas at paragraph level.
 - c. Vocabulary development; prefixes and suffixes.
 - d. Pleasure reading for increasing vocabulary and grammar control.
- D. Speaking Skills
- a. Broaden skills beyond home or personal language.
 - b. Satisfy the speaking requirements appropriate to a variety of social, school, and work situations.
 - c. Discuss concrete topics relating to particular interests.
 - d. Develop the ability to support opinions, hypothesize, speak about abstract topics.
- E. Culture
- a. Appreciate the lifestyle, history, music, art, and other manifestations of Hispanic culture.
 - b. Develop an ability to avoid superficial generalizations about culture.
- F. Literature
- a. Informal introduction to Spanish and Hispanic American Literature to focus on cultural values and beliefs that underlie the local and international Spanish speaking community.
 - b.

4. Methods of Instruction:

Lecture:

Other: ?Lecture: Teacher-led instruction to introduce new material. ?Group work: Students actively participate in pairs and/or groups to complete classroom assignments.

?Demonstration: Teacher shows students how to do/say something. ?Practice: Students actively engage in interactive exercises to practice the material. ?Practical: Students apply the learned material through a variety of hands-on and audio exercises.

Online Adaptation: Activity, Directed Study, Discussion, Group Work, Individualized Instruction, Journal, Lecture

7. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

- Exams/Tests --
- Quizzes --
- Papers --
- Home Work --
- Final Exam --
- Mid Term --

Additional assessment information:

Weekly outside writing assignments, in-class essays, daily journal writing, frequent quizzes on spelling, the use of the accent mark, grammar, the writing process and assigned readings, and a midterm and final exam that will include both in-class writing and an objective grammar component.

Examples:

1. Provide a list of words that carry written accents, and justify its usage. Which of the two rules does it break? Explain how it breaks it.
2. Read the examples given and explain the usage of the indicative or the subjunctive mood.

Letter Grade or P/NP

8. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Weekly reading selections

-Reading selection examples:

1. "Dos cuerpos," Octavio Paz
2. "Dos palabras," Isabel Allende

B. Writing Assignments

- Weekly writing in Spanish on designated topics beginning at simple sentence and simple paragraph level and advancing to short compositions of several paragraphs in length.

- Daily journal writing in Spanish.

- Weekly composition (250-500 words)

Examples:

1. Write about what you did last summer (This assignment would trigger the usage of the Preterite and the Imperfect.)
2. Write about what you would like to see happen with your academic life (This exercise would evaluate the student's usage of the subjunctive and indicative mood)

C. Other Assignments

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9. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Potowski, Kim

Title: Conversaciones escritas: Lectura y redacción en contexto.

Publisher: Wiley Global Education

Date of Publication: 2016

Edition: 2nd

Book #2:

Author: Alonso-Lyrintzis, Deana and Brandon Zaslow

Title: Entre mundos: an integrated approach for the native speaker.

Publisher: Prentice Hall

Date of Publication: 2015

Edition: 2nd

B. Other required materials/supplies.