

Skyline College Official Course Outline

Date: May 2007

1. TITLE:

SPAN 140- Advanced Intermediate Spanish
3 units. Three hours lecture hours plus one lab hour per week. Recommended SPAN 130 or equivalent.

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree.

3. COURSE DESCRIPTIONS:

Catalog Description:

Three lecture hours plus one lab hour per week. SPAN 130- Prerequisite SPAN 130 or equivalent with a passing grade.

Spanish 140 is the advanced intermediate Spanish course that offers further practice of conversation and composition based on class readings of works of modern Spanish and Latin American authors; review of grammar; collateral reading of Latin American literature. Transfer credit: UC; CSU (C2).

Schedule of Classes Description:

SPAN 140 ADVANCED INTERMEDIATE SPANISH. Three lecture hours plus one lab hour per week. SPAN 140- Prerequisite SPAN 130 or equivalent.

The Advanced Intermediate Spanish course furthers practice of conversation, vocabulary development and composition based on class reading of works of modern Spanish and Latin American authors; review of grammar; collateral reading of Latin- American literature. Transfer credit: UC; CSU (C2).

4. COURSE JUSTIFICATION:

This course is designed to meet G. E. requirements in the Humanities for the A.A. degree and IGETC requirements, and for transfer to the CSU and UC. This Advanced Intermediate Spanish course is transferable and credit course applicable to the Associate Degree. Transfer credit: UC; CSU(C2).

5. STUDENT LEARNING OUTCOMES (SLO'S):

After successfully completing Spanish 140, the students will be able to:

- Enhance their cultural awareness through literary texts.
- Compare scenarios in regards to socio-political-economic issues between their own culture and the others in the Hispanic world.
- Compare different values, customs and life styles in the Spanish-speaking-world with appreciation for modern Spanish American and Latin American authors.
- Write, read and comprehend texts dealing with a variety of advanced intermediate language and social issues, styles and literary currents of Spanish American and Latin American literatures with an increasing understanding of them.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

- Continue to strengthen students' foundation in all aspects of language acquisition: speaking, listening, reading and writing.
- Continue to build oral and written proficiency based upon correctness in rhetorical modes such as narration, description, comparison, explanation, and direction.
- Compare different values, customs and life styles in the Spanish-speaking communities.
- Teach students how to read, comprehend and critique literary texts.
- Continue to develop proficiency in producing statements in Spanish and translating them, to drill the advanced intermediate vocabulary learned in every literary text.
- Debate opinions about literary texts and contemporary issues.

7. COURSE CONTENT:

A. Expressing critical opinions about readings

B. A concentrated study on narration, description and literary critique

C. Cultural and Historical Aspects

1. Native-American, African and European influence in Hispanic culture
2. Spanish and Latino impact on modern Spanish American and Latin American literature

D. Linguistic and Cultural Elements

3. Written accounts of changes brought about by the Spanish colonization
4. Oral histories and immigrant accounts of changes in culture and language in various Spanish speaking countries

8. REPRESENTATIVE METHODS OF INSTRUCTION:

Methods of instruction include:

- Lecture presentation.
- Reading and interpretation of written material and in-class exercises, including discussion using that material.
- Literary discussion.
- Listening comprehension with tapes and DVDs.
- In-class writing and translation drills.
- Oral presentation, pair and group work.
- Film viewings and discussions.
- Access of supplementary course material on the Internet
- Readings and supplementary articles on history and culture

9. ASSIGNMENTS:

Typical assignments:

- I. Listening, practicing and creating oral and written statements and questions regarding the assigned readings
- II. Speaking:
 - a. Discussions in pair or group.
 - b. Interview the instructor and other classmates in Spanish about literature.
 - c. Oral exercises with a partner and also the teacher.

III. Reading comprehension

- A. Read chapters
- B. Read chapters the instructor provides; answer questions.
- C. Translate fragments.

IV. Writing

- A. Writing critiques.
- B. Write statements based on information given in class by the instructor or induced by readings.
- C. Vocabulary quizzes.
- D. Writing literary reviews with a partner.
- E. Demonstrate correct usage of literary terminology in paragraph writing.

10. EVALUATION OF STUDENT PERFORMANCE:

Grade Option

1. Students will be required to read literary texts, write critiques, speak in public and form sentences in an intermediate level so that they are able to communicate ideas of their own using all possible grammar resources.
2. Four written quizzes, two essays, one oral presentation and small paragraphs interpreting aspects of culture in the literary pieces.
3. A research project and a final are required.
4. Translation exercises and debating exercises will also be assigned to evaluate students' critical thinking.

11. RECOMMENDED or REQUIRED TEXT(S):

The texts are periodically changed based on Spanish instructors' evaluation of the texts presented at the time.

Mendez-Faith, Teresa. Panoramas Literarios, America Hispana, Houghton Mifflin, 2nd edition, San Francisco, CA, 2008.

ISBN-13:978-0618-52781-6

ISBN-10:0-659-21805-7

Cantu, Norma Elia. Canícula. Imágenes de una niñez fronteriza. Houghton Mifflin, Houston, 2001.

ISBN-13:978-0-618-01180-3

ISBN-10: 0-618-01180-3

Iglesias, Maria. Temas, Invitación a la literatura hispanica Houghton Mifflin, NY, NY, 1994.