

# Skyline College

## Official Course Outline

Date: April 2008

### 1. TITLE:

SPAN 162 – Readings in Spanish American Literature II  
3 units. Three lecture hours plus one hour per week by arrangement  
Prerequisite: Completion of SPAN 140, or equivalent.

### 2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree

### 3. COURSE DESCRIPTIONS:

#### Catalog Description:

Three lecture hours and one lab hour by arrangement per week. Prerequisite: SPAN 140 or equivalent.

Exploration of the literary trends and some of the best novels, poetry, and short stories that exemplify Spanish American literature of the 20<sup>th</sup> Century; familiarize the student with the cultural, sociological, and political framework, and the concerns that these writings represent. Show how this literature reflects the fantastic reality of the Spanish American world. Cultural aspects of the Spanish-speaking world are highlighted. Transfer credit: UC; CSU (C2).

#### Schedule of Classes Description:

Three lecture hours and one lab hour by arrangement per week. Prerequisite: Recommended: Completion of SPAN 140 or equivalent.

This course is the study of the trends and some of the best novels, poetry, and short stories that exemplify Spanish American literature of the 20<sup>th</sup> Century; familiarize the student with the cultural, sociological, and political framework and the concerns that these writings represent. Transfer: UC; CSU (C2).

### 4. COURSE JUSTIFICATION:

This course is designed to meet G.E. requirements in the Humanities for the A.A. degree and for IGETC requirements for transfer to the CSU and UC. Transfer credit: UC; CSU (C2).

### 5. STUDENT LEARNING OUTCOMES (SLO'S):

After successfully completing SPAN 162, the student will be able to:

- Appraise essays related to 20<sup>th</sup> Century Spanish-American literary texts.
- Comment on literary Spanish-American readings from various authors.
- Compose paragraphs that are accurate in spelling and word choice, with good sentence structure and appropriate use of grammar to critique 20<sup>th</sup> century Spanish-American literary texts.
- Give examples of different concepts related to literary analysis when reading Spanish-American 20<sup>th</sup> century literature by native-Spanish-speaking authors.
- Describe, compare and contrast cultural aspects of Spanish-American literature readings in oral presentations and in writing.
- Prepare and deliver thorough college-level presentations about 20<sup>th</sup> century Spanish-American literature.

## 6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

- Start to build and strengthen students' foundation in all aspects of Spanish-American 20<sup>th</sup> Century literary works.
- Presentations in the classroom to discuss cultural aspects found in 20<sup>th</sup> Century literary works.
- Develop students' literary critique and organizational writing skills in Spanish.

## 7. COURSE CONTENT:

- Readings and discussion in Spanish of novels, short stories, poetry, as presented in selected texts on 20<sup>th</sup> Century Spanish American Literature.
- Readings and discussion of assigned scholarly articles about the authors and/or works represented in the aforementioned selection of texts.
- Vocabulary expansion on selected topics, such as literature, movies, music, food, fine arts, economics, politics, human rights.
- Syntax: nouns, articles, adjectives (agreement, possessive, comparative, superlative, demonstrative), pronouns (direct, indirect, demonstrative, possessive), verbs (present, past).

## 8. REPRESENTATIVE METHODS OF INSTRUCTION:

Methods of instruction include:

- Lecture presentation.
- Readings and discussions in Spanish of short stories, poetry and essays from a selected selection of texts of 20<sup>th</sup> century Spanish American literature.
- Reading comprehension and writings about audio-visual materials seen and discussed in class.
- In-class writing and translation drills.
- Speech presentation, pair and group work about cultural and literary materials.

## 9. ASSIGNMENTS:

Typical assignments:

- I. Students demonstrate their comprehension of reading and lecture materials through their participation in class discussions and homework.
- II. Students research historical information, present cultural and social consequences found in a given literary text and prepare a well-organized college-level presentation for the class.
- III. Students write paragraphs or short essays in which they compare and contrast information presented in class or in their readings.
- IV. Students reflect on and evaluate their impressions of a literary text in a written report, in terms of the language use and cultural insights gained.

## 10. EVALUATION OF STUDENT PERFORMANCE:

Grade option

- Students will be required to read, write and discuss issues in selected literary texts.
- Essays, written quizzes, dictations followed by writing exercises and small paragraphs interpreting passages and interviews on cultural aspects of 19<sup>th</sup> and some introductory 20<sup>th</sup> centuries Spanish-American literatures.
- A mid-term exam may be given and a final is required.
- Writing exercises related to historical and cultural aspects of different parts of the Spanish-speaking world will also be assigned to evaluate students' critical thinking.
- Regular attendance and positive participation will be enforced.

## 11. RECOMMENDED or REQUIRED TEXT(S):

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

Carbonell, Maria Cristina. Selección de Cuentos del Siglo XIX. Clasicos Edebe, 2003.

Mendez-Faith, Teresa. Panoramas Literarios. América Hispana, Houghton Mifflin, 2008.

Montero, Rosa. Historias de Mujeres. Puntos de Lectura, 2003.

Zayas, Eliseo Colón. Literatura del Caribe: Antología: Siglos XIX y XX: Cuba, Puerto Rico y República Dominicana, Houghton Mifflin, 2003.