

Skyline College

Official Course Outline

Date: August 2007

1. TITLE:

SPAN 220 – Spanish for Heritage Speakers I

5 units. Five lecture hours plus one lab hour per week.

Recommended: Completion of SPAN 110 or 112 with a grade of C or better, or equivalent college-level course, or equivalent.

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree

3. COURSE DESCRIPTIONS:

Catalog Description:

Five lecture hours and one lab hour by arrangement per week. Recommended: Completion of SPAN 110 or 112 with a grade of C or better, or equivalent college-level course, or equivalent.

Designed for students who speak and understand basic Spanish because of life experience, but who also need practice in reading and writing Spanish and want to improve their knowledge/command of grammar and other linguistic features. Students practice and develop improved communicative competence in written and spoken Spanish for use in a variety of social contexts, settings, and registers. Readings are used as the basis of classroom discussions and writing practice. Cultural aspects of the Spanish-speaking world are emphasized. The course is conducted primarily in Spanish. Transfer credit: UC; CSU (C2).

Schedule of Classes Description:

Five lecture hours and one lab hour by arrangement per week. Recommended: Completion of SPAN 110 or 112 with a grade of C or better, or equivalent college-level course, or equivalent.

This course is designed for students who speak and understand basic Spanish because of life experience, but who also need practice in reading and writing Spanish and want to improve their knowledge/command of grammar and other linguistic features. The course is conducted primarily in Spanish. 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 for Language Other Than English, and for transfer to the CSU and UC. Transfer credit: UC; CSU (C2).

5. STUDENT LEARNING OUTCOMES (SLO'S):

After successfully completing SPAN 220, students will be able to:

- Distinguish a variety of registers and linguistic variants in written and spoken Spanish and use them appropriately when speaking and writing.
- Compose well-crafted, grammatically correct short compositions in Spanish.
- Demonstrate facility and correctness in using all verb tenses in both spoken and written Spanish.
- Describe, compare and contrast cultural aspects of Spanish-speaking countries and Spanish-speaking groups in the United States, such as their history, present, art, prominent figures.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

- Build and strengthen students' foundation in all aspects of language proficiency: speaking, listening and especially reading and writing.

- Develop reading skills in Spanish with increased comprehension and the ability to interpret, paraphrase, analyze, and synthesize what is read.
- Build oral and written proficiency based upon correctness.
- Develop proficiency in basic written communication skills in Spanish in discourse that ranges in length from sentences to simple paragraphs to short discourse.
- Practice and acquire additional vocabulary pertaining to the basic elements of everyday life and satisfactory standard pronunciation.
- Discuss and explain, through writing exercises and reading comprehension exercises in the form of small dialogues and real-life situation simulations the cultural aspects and differences within the Spanish-speaking-world.

7. **COURSE CONTENT:**

- Accentuation: syllabification, diphthongs, triphthongs, stress, rules for written accents.
- Spelling: c/s/z, c/k/q, g/j, b/v; contrast between English and Spanish spelling in cognates.
- Punctuation: use of the period, comma, colon, semi-colon, exclamation point, question mark. Capitalization.
- Basic historical information, present situation, famous personalities and examples of literature from: Hispanics in the U.S., Spain, Mexico, Puerto Rico, Dominican Republic, Cuba, Nicaragua, Honduras, El Salvador, Guatemala.
- Basic instruction in the culture and traditions of the Spanish-speaking world to develop a greater understanding and awareness of the varieties of attitudes and values, social heritage, and economic, cultural, and community perspectives; and of the contributions and influences of the Spanish-speaking world, both globally and locally.
- Literary concepts: stanza, verse, character, rhyme, poem, legend, symbolism, style.
- Dialectal variation: calo, use of “vos”, regionalisms, colloquialisms.
- Writing concepts: dialog, description, narration, chronology, cohesion at the sentence level, basic transitions.
- Vocabulary expansion on selected topics, such as literature, movies, music, food, fine arts, economics, politics and human rights.
- Vocabulary expansion through the study of affixes, augmentatives, diminutives, cognates.
- 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, primarily in Spanish.
- Reading and interpretation of assigned texts in Spanish, one or two of which may be novel-length, and in-class discussion of the texts, including comprehension, evaluation, interpretation, and critique.
- Reading selections in English, especially on social and cultural components, to supplement lecture
- Oral repetition to refine pronunciation.
- Role playing and lab work
- Dictations and writing exercises
- Essay outlines
- Reading comprehension and writings about audio-visual materials seen and discussed in class.
- In-class writing and translation drills.

- Oral presentation, pair and group work.

9. ASSIGNMENTS:

Typical assignments:

- I. Students demonstrate proper use of spelling conventions (including placement of the written accent) in homework exercises.
- II. Students demonstrate their comprehension of reading and lecture materials through their participation in class discussions and homework.
- III. Students research historical information, present situation and salient personalities of a given country and prepare a well-organized college-level presentation for the class.
- IV. Students write paragraphs or short essays in which they compare and contrast information presented in class or in their readings.
- V. Students compose paragraphs that are accurate in spelling and word choice, with good sentence structure and appropriate use of basic punctuation.
- VI. Students write regularly in Spanish in journals
- VII. Students prepare to comment on readings from various sources and compare and contrast with other readings and personal experience.
- VIII. Prepare and deliver a thorough college-level presentation for the class.
- IX. Students participate in service learning activities in the community, reflect on and evaluate their experience in a written report, in terms of their contribution, language use and insights gained.

10. EVALUATION OF STUDENT PERFORMANCE:

Grade option.

- Students will be required to read, write, pronounce words, speak in public and form sentences in a lower Division college level so that they are able to communicate ideas of their own.
- Essays, written quizzes, dictations followed by writing exercises and small paragraphs interpreting passages and interviews on culture.
- A mid-term exam may be given and a final is required.
- Translation exercises and small dialogue 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:

Ayllon, Candido, Paul Smith, Antonio Morillo. Spanish Composition through Literature, Prentice Hall, Upper Saddle River (New Jersey), 2002.

Marques, Sara., La lengua que heredamos: Curso de español para bilingües, Wiley, New York, 2005.

Samaniego, Fabian A., Nelson Rojas, Maricarmen Ohara, Francisco X. Alarcon, El mundo 21 hispano, Houghton Mifflin, Boston, 2005.

Valdes, Guadalupe, Richard V. Teschner, Español escrito: curso para hispanohablantes Houghton Mifflin, Boston, (latest edition).