



## SPAN 281 - Spanish for Heritage Speakers II Course Outline

Approval Date: 02/13/2020

Effective Date: 06/08/2020

### SECTION A

**Unique ID Number** CCC000258284

**Discipline(s)** Foreign Languages

**Division** Language and Developmental Studies

**Subject Area** Spanish

**Subject Code** SPAN

**Course Number** 281

**Course Title** Spanish for Heritage Speakers II

**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

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**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 (and other linguistically qualified students) who wish to continue to improve their development of writing and reading skills in Spanish through literature analysis. Intensive grammar and writing instruction are included. Class will be conducted entirely in Spanish. Course should be taken after Spanish 280. It is highly recommended for Spanish majors.

**Schedule Description**

## SECTION D

### Condition on Enrollment

#### 1a. Prerequisite(s)

- SPAN 240 or
- SPAN 280

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

## SECTION E

### Course Outline Information

#### 1. Student Learning Outcomes:

- A. Interact orally and in writing with literary texts with increasing sophistication and control.
- B. Manage complex Spanish in writing.
- C. Identify the contributions of Spanish speaking peoples.

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

- A. Learn to write compositions in Spanish of increasing length, complexity, and abstraction, both in class and at home that display the following components: good organization, coherence, unity, control of grammatical forms and spelling;
- B. Continue to develop control of the writing process from prewriting, through revising and editing.
- C. Learn to proof read and correct errors in his/her own writing with increasing mastery and confidence.
- D. Manage appropriate Spanish grammar in a speaking situation.
- E. Manage appropriate context with increasing sophistication.
- F. Read a variety of Spanish texts and be able to identify the main idea, supporting details, and to draw conclusions from the readings.
- G. Speak with vocabulary and diction appropriate to context.
- H.

#### 3. Course Content

- A. Writing Skills
  - a. Focus on more abstract student writing than narration and description developed in previous course.
  - b. Writing activities that will help student to develop and support an opinion, hypothesize, and argue effectively and persuasively.
- B. Grammar Skills
  - a. Spelling: work on special problems with "b/v", and "c/s/z." Work on words that contain "ll" or "y," and those words that must distinguish between "j" or "g."
  - b. Review of the present and past subjunctive, direct and indirect commands, and the compound or perfect tenses.

- c. Review of pronouns and prepositions and other nuances of language.
- d. Main Grammar sections to be covered:
  - a. The present participle in Spanish
  - b. Comparatives and Superlatives in Spanish
  - c. Relative pronouns
  - d. Passive constructions in Spanish
  - e. Idiomatic Expressions
  - f. Use of the subjunctive and indicative in adverbial clauses
  - g. If clauses with subjunctive
  - h. If clauses with simple tenses
  - i. Por and Para
- C. Reading Skills
  - a. Continue reading selections of increasing length, from short story length to novel in length. Readings other than fiction to be included, such as essays and drama.
- D. Speaking Skills
  - a. Participate effectively in many formal and informal conversations on practical, social, professional, and abstract topics.
  - b. Support opinions and hypothesize using strategies that are now less idiosyncratic or individual in nature, but are more universal or international in scope.
- E. Culture
  - a. Continue understanding the values and beliefs that underlie the local and international Spanish speaking community through hispanic literature.
  - b. Continue to appreciate the lifestyle, history, music, art, and other cultural manifestations of Hispanic culture.
  - c. Develop an ability to avoid superficial generalizations about culture.
  - d.

#### 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, and assigned readings, and a midterm and final exam that will include both in-class writing and an objective grammar component.

Example:

1. Daily journal writing: Write a summary about the reading assigned at the last class meeting.
2. For mid-term: Write an in-class essay about your favorite author so far. Describe using specific examples of why you like this author and reading selection.

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

"Sala de espera" de Enrique Anderson Imbert  
"El nacimiento de la col" de Ruben Darío  
"El huésped de la maestra" de Isabel Allende  
"A la deriva" de Horacio Quiroga  
"El nahual" de Rigoberta Menchú  
"Una carta a Diós" de Gregorio López y Fuentes

B. Writing Assignments

- Continued weekly composition in Spanish (500+ words) on designated topics.
- Daily journal writing in Spanish.
- Weekly reading selections.
- Completion of assigned grammar and spelling exercises.

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: Valdés, Dvorak, Hannum  
Title: Composición, proceso y síntesis  
Publisher: McGraw Hill  
Date of Publication: 2008  
Edition: 5th

Book #2:

Author: Potowski, Kim  
Title: Conversaciones escritas: Lectura y redacción en contexto.  
Publisher: Wiley Global Education  
Date of Publication: 2016  
Edition: 2nd

Book #3:

Author: Alonso-Lyrintzis, Deana and Brandon Zaslou  
Title: Entre mundos: an integrated approach for the native speaker.  
Publisher: Prentice Hall  
Date of Publication: 2015  
Edition: 2nd

**B. Other required materials/supplies.**

- Reading selections provided by Instructor.