

Las Positas College  
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## Course Outline for SPAN 23

### INTRODUCTION TO HISPANIC LITERATURE

Effective: Fall 2019

#### I. CATALOG DESCRIPTION:

SPAN 23 — INTRODUCTION TO HISPANIC LITERATURE — 3.00 units

This course is designed for Spanish speakers and for linguistically qualified students who wish to improve their skills to a high-advanced level of reading, writing and literary analysis. The emphasis is on critical thinking and logical and effective support of ideas. Literary discussions will be an important component of the class, but writing composition will also be included, as well as exposure to international Hispanic culture. This course is conducted entirely in Spanish.

3.00 Units Lecture

#### Prerequisite

- Spanish heritage speaker proficiency or the equivalent intermediate level as assessed.

#### Strongly Recommended

SPAN 22 - Spanish for Spanish Speakers II  
with a minimum grade of C  
or  
Successful completion of AP Spanish in high school.

#### Grading Methods:

Letter or P/NP

#### Discipline:

- Foreign Languages: Spanish

	MIN
<b>Lecture Hours:</b>	54.00
<b>Expected Outside of Class Hours:</b>	108.00
<b>Total Hours:</b>	162.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering this course, it is strongly recommended that the student should be able to:**

##### A. SPAN22

1. Demonstrate improved application of grammar, orthography and register in writing and speaking
2. Derive meaning through context, intonation, and situations from oral and written sources
3. Examine, compare, and value the regional and stylistic differences used throughout the Spanish speaking world
4. Understand historical and cultural influences on language and literary works
5. Express ideas and opinions on various topics using vocabulary and diction appropriate to context
6. Compare and contrast the value of the contributions Spanish speaking communities have made in the United States
7. Examine the role language and culture play on a person's academic and personal formation
8. Read a variety of Spanish texts and be able to identify the main idea, supporting details, and draw conclusions from the readings

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- A. Recognize, identify, analyze and interpret literary language and techniques contained in Spanish and Latin American poetry, drama, essays, and narrative
- B. Critically analyze Hispanic Literature orally and in writing using literary terms
- C. Develop the necessary skills to write compositions of increasing length with clarity, precision, and style
- D. Identify figurative language within a text
- E. Understand the significance of prominent Spanish and Latin American authors' lives and their historical, cultural and intellectual circumstances as reflected in their works
- F. Discuss the development of Spanish and Latin American Literature
- G. Recognize, expand and manipulate new vocabulary introduced in context as well as stimulate critical conversation among peers

- H. Write critically as a response to the works read, analyzed and discussed throughout the semester. Essays should approximate 1000-2000 words in length, for no less than 6000 words per semester.
- I. Explain, analyze, and apply a literary argument and related critical evaluations using logical patterns of reasoning, such as deduction.
- J. Identify and evaluate the similarities and differences between the intentions, biases, assumptions, and arguments of an author and his/her character(s).
- K. Distinguish between facts, inferences, and judgment, recognizing that many reasonable inferences can be derived from the same facts.
- L. Establish and state, clearly, a unifying thesis.
- M. Organize an essay logically, using strong transitions between stages of thought and paragraph.
- N. Create coherence in paragraphs and in the overall focus of the essay.
- O. Write with an academic audience in mind, using appropriate diction, logic, variety of sentence structure, coherence, citation, and sophisticated ideas, including originality of thought, avoiding repetition.
- P. Compose and integrate summary, paraphrasing, and direct quotation using proper in-text and Works Cited MLA citation.

#### V. CONTENT:

- A. Literature and Readings
  - 1. In-class reading to improve reading skills in Spanish
  - 2. Exposure to a variety of literary selections to generate discussions on various topics
  - 3. Formal introduction and study of the four basic genres: narrative, poetry, drama and essay
  - 4. Use of technical vocabulary of Spanish language literary criticism
  - 5. Discussions of literary analysis
  - 6. Study of autobiographies of Spanish language writers
- B. Writing Skills
  - 1. In-class and outside of class essay writing in response to reading selections
  - 2. Revisions of students' own work in accordance with the writing process to achieve writing competence
  - 3. Editing and proofreading -- Students will proofread, rethink, and rewrite their work carefully before submitting it to the instructor to eliminate errors of orthography and written accent marks.
- C. Spanish-speaking culture
  - 1. Evaluate the characteristics of Spanish-speaking cultures

#### VI. METHODS OF INSTRUCTION:

- A. **Lecture** - Lecture based instruction
- B. **Audio-visual Activity** - Multi-media materials, oral presentations
- C. **Discussion** -

#### VII. TYPICAL ASSIGNMENTS:

- A. Weekly reading selections
- B. Reading of three novels or fictional works of equivalent length
  - 1. Alfonsina Storni, "Hombre pequeño" and "Tú me quieres blanca"
  - 2. Octavio Paz, "Fragmento de El laberinto de la soledad" and "Máscaras mexicanas"
  - 3. Isabel Allende, "La casa de los espíritus"
  - 4. Jorge Luis Borges, "El Aleph"
  - 5. Amado Nervo, "La serpiente emplumada"
  - 6. M. J. Larra, "Vuelva usted mañana"
  - 7. E. M. Hostos, "El cholo"
  - 8. Rosario Ferré, "La autenticidad de la mujer"
  - 9. Rosario Castellanos, "Y las madres, ¿qué opinan?"
  - 10. Emilia Pardo Bazán, "Las medias rojas"
  - 11. Juan Rulfo, "¿No oyes ladrar los perros?"
  - 12. Julio Cortázar, "La noche boca arriba"
  - 13. Gabriel García Márquez, "La mujer que llegaba a las seis"
  - 14. José Martí, "Si ves un monte de espumas"
  - 15. Federico García Lorca, "La casa de Bernarda Alba"
- C. Writing Assignments
  - 1. Bi-weekly essays on designated topics
  - 2. Weekly reading selections
  - 3. Completion of assigned homework (grammar, writing etc.)
- D. Compositions
  - 1. Using critical thinking skills, analyze Paz's motivation in writing "Máscaras mexicanas". Mention the Mexican historical influence in Paz's essay
  - 2. In "Hombre pequeño," what is the author's message to the reader? Justify your interpretations. Comment on the author's writing style
- E. Other Assignments
  - 1. Development of an in-class presentation on a selected Spanish or Latin American writer and his/her literary works

#### VIII. EVALUATION:

##### Methods/Frequency

- A. Exams/Tests
  - three midterms and a final exam
- B. Quizzes
  - four based on readings
- C. Papers
  - three to four page long papers every two-and-half weeks
- D. Oral Presentation
  - two per semester
- E. Class Participation
  - daily
- F. Class Work
  - daily
- G. Home Work
  - weekly readings

#### IX. TYPICAL TEXTS:

- 1. Chang-Rodríguez, Raquel, and Malva E. Filer. *Voces de Hispanoamérica*. 5th ed., Heinle, Cengage Learning, 2017.
- 2. Méndez, Paredes. *Voces de España: Antología Literaria*. 2nd ed., Henle, Cengage Learning, 2014.
- 3. Allende, Isabel. *Más allá del invierno*. 1st ed., Penguin Random House Editorial, S.A., 2017.

X. OTHER MATERIALS REQUIRED OF STUDENTS: