

## Course Outline for SPAN 21

### SPANISH FOR SPANISH SPEAKERS I

Effective: Fall 2019

#### I. CATALOG DESCRIPTION:

SPAN 21 — SPANISH FOR SPANISH SPEAKERS I — 5.00 units

This course is designed for bilingual students whose heritage language is Spanish and for linguistically qualified students. Culture, language structures, basic fundamentals of grammar and composition, and oral and written communication are included in this course. The course provides students with instruction that builds upon their existing reading, writing, speaking and listening skills, and their cultural heritage and knowledge. The course increases awareness of linguistic registers and introduces a broad range of vocabulary. The course will allow students to discuss topics beyond their familiar routine and enhance their knowledge of Hispanic cultures as manifested in Spanish speaking countries and in the United States. This course is conducted entirely in Spanish.

5.00 Units Lecture

#### Prerequisite

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

#### Grading Methods:

Letter or P/NP

#### Discipline:

- Foreign Languages: Spanish

	<b>MIN</b>
<b>Lecture Hours:</b>	90.00
<b>Total Hours:</b>	90.00

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

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

#### IV. MEASURABLE OBJECTIVES:

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

- Demonstrate improved applications of grammar, orthography and register in writing and speaking
- Analyze structural concepts of the Spanish verb system, including time tenses and modes
- Compare and contrast the target language with their own or with another language and adapt to various settings and contexts
- Develop usage of new vocabulary in spoken as well as written Spanish, and demonstrate competency in reading comprehension of written materials in the target language on a variety of topics related to daily life in the target-language world
- Increase knowledge of Hispanic cultures and recognize cultural differences among countries and regions in the Spanish-speaking world
- Describe cultural practices and products of the Spanish- speaking world drawing on authentic materials including, but not limited to, literature and visual arts
- Discuss basic historical and cultural influences on language
- Explain characteristics, perspectives, practices and products that reflect the culture of the target language
  - Identify similarities and differences among distinct varieties of Spanish

#### V. CONTENT:

- Culture
  - Authentic texts in a variety of genres
  - Learn to recognize dialectical variations among Spanish-speakers in the United States
  - Current events
  - Work on developing the ability to avoid superficial generalizations about people and culture
  - Hispanic cultures - Topics may include: values and cultural mores, lifestyle, geography, music, art, history, literature
- Register
  - Lexical variations
  - Idiomatic expressions
  - Vocabulary expansion
  - Formal & informal
  - Standard vs non-standard
  - Situational discourse
- Grammar Review Within Context

1. Moods
  - a. Indicative
  - b. Subjunctive
2. Verb tenses
  - a. Present
  - b. Preterit
  - c. Imperfect
3. Verbs
  - a. Regular
  - b. Irregular
  - c. Stem-changing
4. Adjectives
  - a. Descriptive
  - b. Demonstrative
5. Spelling
6. Structure
7. Syntax
8. Punctuation
9. Pronoun
  - a. Direct
  - b. Indirect
  - c. Demonstrative
- D. Writing topics
  1. Descriptive narrative
  2. Biographies or autobiographies
  3. Letters
  4. Essays on community issues, controversial topics or current events
  5. Short stories, poems or other creative writing
  6. Analysis of a short story or poem by Spanish or Latin American writer
- E. Speaking
  1. Pronunciation
  2. Conversation
  3. Phonology
- F. Orthography
  1. Spelling
  2. Accents
    - a. Written vs orthoepic
  3. Homophones
- G. Reading/Media
  1. Short stories
  2. Essays
  3. Articles in textbook on cultural topics
  4. Poetry
  5. News or magazine articles
  6. Films
  7. Documentaries

#### VI. METHODS OF INSTRUCTION:

- A. Multimedia content
- B. Intensive critique of selected readings.
- C. Presentation of grammar review and orthography.
- D. interactive practice
- E. **Demonstration** - sample writings
- F. **Classroom Activity** - group work
- G. **Discussion** - current events
- H. **Critique** - students critique each others' work
- I. **Lecture** -

#### VII. TYPICAL ASSIGNMENTS:

- A. Reading
  1. *Borges y yo* by Jorge Luis Borges
  2. *La camisa de Margarita* by Ricardo Palma
  3. *Cajas de cartón* by Francisco Jiménez
  4. *La conciencia* by Ana María Matute
- B. Writing
  1. Dialogues and essays on designated topics based on readings and/or current events, demonstrating accurate use of syntax, vocabulary, orthography, punctuation, appropriate register, and cohesion between sentences and paragraphs
  2. Daily journal entries applying new learned vocabulary from assigned readings
  3. A biography, a short story, a letter to a friend or relative, an analysis of a poem or article etc.
- C. Media
  1. Examples of films: *Beatriz at Dinner – Una cena incómoda* directed by Miguel Arteta; *The Official Story* directed by Luis Puenzo
    - a. Students will be asked to write a composition answering any of the following questions:
      1. Looking back at the movie *Una cena incómoda*, write an essay answering one of the two following question:
        - a. Could a discussion at a dinner party with someone from a different cultural background shift your perspective on the world?
        - b. In what ways, if at all possible, could you change non-hispanics racial and cultural perceptions of hispanic immigrants in the US?
      2. Who are the Mothers of the *Plaza de Mayo* and what is their significance in the movie and in the history of the Argentinian dirty war?
      3. Why are *los desaparecidos* or "*the disappeared*" taken from their homes?
      4. What is the significance of the title *La historia oficial* or "*The Official Story*"? Is the official story the same as the true story?
- D. Presentations
  1. Oral presentations, on current events such as immigration, in class demonstrating the ability to speak in front of an audience using standard Spanish.
    - a. Celebrations of religious holidays such as Navidad (Christmas), Día de Reyes (Three Kings Day), Semana Santa (Easter) etc.
    - b. Comparisons and contrasts between cultural differences such as the importance of greetings in the Spanish speaking

- world compared to greetings in the United States among non-Spanish speakers.
- c. Exploration of women's role in Spanish speaking societies, analysis of the importance of family dynamics in the Spanish speaking world etc.
- 2. Topics for presentations will include but not be limited to:
  - a. Current immigration reform in the US
  - b. Current political and socio-economic situation in Venezuela
  - c. Immigration in the United States compared to immigration in Latin American countries and in Spain
  - d. The importance of family meals in Spanish-speaking households in the US and in Spanish-speaking countries compared to meal practices in the US
  - e. Comparisons and contrasts between cultural differences such as the importance of greetings in the Spanish speaking world compared to greetings in the United States among non-Spanish speakers
  - f. Exploration of women's role in Spanish speaking societies, analysis of the importance of family dynamics in the Spanish speaking world etc.

#### VIII. EVALUATION:

##### **Methods/Frequency**

- A. Exams/Tests
  - One mid-term and one final exam
- B. Quizzes
  - Weekly
- C. Research Projects
  - One
- D. Papers
  - One 200 to 300 word composition every other week, and two 500 word essays
- E. Oral Presentation
  - Two
- F. Group Projects
  - One
- G. Home Work
  - Daily

#### IX. TYPICAL TEXTS:

1. Bleichmar, Guillermo, and Paula Cañón. *Taller de escritores*. 2nd ed., Vistas Higher Learning, 2016.
2. Méndez Montesinos, Delia. *Conectando con mi herencia: lengua y cultura*. 1st ed., Kendall Hunt Publishing Company, 2015.
3. Chiquito, Ana. *A handbook of Contemporary Spanish Grammar*. 2nd ed., Vistas Higher Learning, 2017.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS: