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Course Outline for SPAN 22

SPANISH FOR SPANISH SPEAKERS II

Effective: Fall 2018

I. CATALOG DESCRIPTION:

SPAN 22 — SPANISH FOR SPANISH SPEAKERS II — 5.00 units

This course is the second semester of Spanish for bilingual students. It's designed for students whose heritage language is Spanish and for linguistically qualified students who wish to improve their reading and writing Spanish skills. It continues to provide students with instruction that builds upon their existing reading, writing, speaking and listening skills, and their cultural heritage and knowledge. The course will continue helping students increase awareness of linguistic registers, discuss topics beyond the students' familiar routine and expand upon appreciation for Hispanic cultures as manifested in Spanish speaking countries and in the United States. This course is conducted entirely in Spanish: oral fluency in Spanish is strongly recommended.

5.00 Units Lecture

Prerequisite

SPAN 21 - Spanish for Spanish Speakers I
with a minimum grade of C

Grading Methods:

Letter Grade

Discipline:

| | MIN |
|-----------------------|------------|
| Lecture Hours: | 90.00 |
| Total Hours: | 90.00 |

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

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. SPAN21

1. Demonstrate improved applications of grammar, orthography and register in writing and speaking
2. Analyze structural concepts of the Spanish verb system, including time tenses and modes
3. Compare and contrast the target language with their own or with another language and adapt to various settings and contexts
4. Develop usage of new vocabulary in spoken as well as written Spanish, and demonstrate competency in reading comprehension
5. Increase knowledge of Hispanic cultures and recognize cultural differences among countries and regions in the Spanish-speaking world

IV. MEASURABLE OBJECTIVES:

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

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

V. CONTENT:

A. Writing

1. Review of writing process, from pre-writing to editing
 2. Focus on abstract student writing more than on narration and description developed on previous course
 3. Concentrate on writing activities that will help students develop and support an opinion, hypothesize, and argue effectively and persuasively
- ##### B. Grammar Review within context
1. The present and past subjunctive (subjunctive in noun and adjectival clauses)
 2. Affirmative and negative words

3. Comparatives and superlatives
4. Prepositions para vs. por
5. Review of rules of written accent marks
6. Review of pronouns, objects and other nuances of the language
7. Passive constructions in Spanish
8. Idiomatic expressions
- C. Reading/Media
 1. Short stories
 2. Legends
 3. Articles on cultural topics
 4. News articles
 5. Films
 6. Documentaries
- D. Speaking
 1. Participate effectively in formal and informal conversations on practical, social, professional, and abstract topics
 2. 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
 1. Recognize dialectal variations among Spanish-speakers in the United States
 2. Work on developing the ability to avoid superficial generalizations about people and culture
 3. Explore the vast manifestations of Hispanic cultures in the United States (language, values, cultural mores, lifestyle, history, literature, music, art, food etc.)
- F. Literature
 1. Reading Spanish selections include essays, articles, legends, short stories, poetry etc.

VI. METHODS OF INSTRUCTION:

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

VII. TYPICAL ASSIGNMENTS:

- A. Reading
 1. Short fiction and non-fiction works by authors from the Spanish-speaking world
 2. Legends from the Spanish-speaking world
 3. Newspaper articles
- B. Writing
 1. Compositions where students apply the grammatical concepts studied, showing accurate use of syntax, vocabulary and spelling
 2. Autobiography and analytical essays on controversial topics such as immigration reform in the United States
- C. Media - Historical films such as the Spanish film *Butterfly Tongues* by José Luis Cuerda
 1. Students will write a composition answering any of the following questions:
 - a. How does the movie represent the division of classes in Spain during the 1930s?
 - b. What is the role of women during the Spanish Civil War? How is it reflected in the movie?
 - c. Who are the teachers in the film? What does the main character learn from them?
- D. Presentations
 1. Oral presentations, on current events, in class demonstrating the ability to speak in front of an audience using standard Spanish.
 2. Topics for presentations will include but not be limited to:
 - a. Current political and socio-economic situation in Venezuela
 - b. Immigration in the United States compared to immigration in Latin American countries and Spain

VIII. EVALUATION:

- A. **Methods**
 1. Exams/Tests
 2. Quizzes
 3. Research Projects
 4. Papers
 5. Oral Presentation
 6. Group Projects
 7. Class Participation
 8. Home Work
- B. **Frequency**
 1. One mid-term exam and final exam
 2. Weekly quizzes
 3. One research project
 4. Papers - weekly written assignments
 5. Two oral presentations
 6. One group project
 7. Daily participation
 8. Daily homework

IX. TYPICAL TEXTS:

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

X. OTHER MATERIALS REQUIRED OF STUDENTS: