

SPAN 022: SPANISH FOR HERITAGE SPEAKERS II

Originator

svazquez

Co-Contributor(s)**Name(s)**

Torres-Mendez, Martha

Justification / Rationale

We have observed that students are still able to successfully complete the course objectives in the online modalities. For this reason, we are requesting adding hybrid and fully online modalities.

Effective Term

Summer 2023

Credit Status

Credit - Degree Applicable

Subject

SPAN - Spanish

Course Number

022

Full Course Title

Spanish for Heritage Speakers II

Short Title

SPAN HERG SPEAK II

Discipline**Disciplines List**

Foreign Languages

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

This course exposes Heritage Speakers of Spanish to the demands of literary analysis and film critique in the academic setting, as well as, building global competence. A heritage speaker is defined as someone who speaks and understands the heritage language (in this case Spanish) and who is to some degree bilingual in English and the heritage language (Valdes, G. 2001). Students advance their critical thinking and research techniques as they apply to the three modes of communication: presentational (speaking, writing), interpretative (listening and reading), and interpersonal (speaking and writing). Students then learn to evaluate verbally and in writing various aspects of narrative (short story and novel), poetry, drama, and film critique in response to their analysis of literary works and film screenings.

Schedule Description

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Lecture Units

5

Lecture Semester Hours

90

Lab Units

0

In-class Hours

90

Out-of-class Hours

180

Total Course Units

5

Total Semester Hours

270

Prerequisite Course(s)

SPAN 021, or Heritage Speaker of Spanish, or equivalent

Required Text and Other Instructional Materials**Resource Type**

Book

Author

Courtad, James C., Kathryn Everly, Martin Gaspar

Title

Intrigas

Edition

3rd

City

Boston

Publisher

Vista Higher Learning, Inc.

Year

2021

College Level

Yes

ISBN #

978-1-54332-012-1

Class Size Maximum

35

Course Content

1. Interpretative Literary Essay

Essay Components

-Introduction

-Body: analysis of literary text

-Conclusion

Literary Techniques

- Short stories and the power of word
- Metaphor and figurative Speech
- Juxtaposition
- Political short story
- Cultural Context
- Magic Realism
- Feminism and Mexican Post Boom
- Women at the Early Twentieth Century
- Hollywood and Stardom
- Twentieth Century Modernity
- Film Analysis
- Film Techniques
- Film Synopses
- Shooting Angles
- Grammar: Verb to be (estar-ser) and prepositions
- Global Competence: investigate the world, recognize perspectives, communicate ideas, and take action
- Reading and Film List
- Film
- Como agua para chocolate, Alfonso Arau
- Short Stories
- Cine y malabarismo, Ángeles Mastretta
- Los viudos de Margaret Sullivan, Mario Benedetti
- Llamadas telefónicas, Robert Bolaño
- Poetry
- Tú me quieres blanca, Alfonsina Storni
- 2. Comparing and Contrasting Essay
- Essay Components
- Compare
- Contrast
- Plan, organize information, write, and revise
- Literary Techniques
- Narrator
- Poetic Voice
- Drama: scenario
- Cultural Context
- Spanish Civil War
- Dictatorship and Horror in Argentina
- Madrid, the Heart of the Fight
- Authoritarianism in Spain after Civil War
- Film Analysis
- Sound and Color
- Grammar: Past tense, regular and irregular verbs
- Global Competence: investigate the world
- Reading and Film List
- Film
- El laberinto del Fauno , Guillermo del Toro
- Short Story
- Los censores, Luisa Valenzuela
- Poetry
- Explico algunas cosas, Pablo Neruda
- Drama

La casa de Bernarda Alba, García Lorca

3. Literary and Film Critique

Critique

-Characters, Plot, Setting

-Main themes

Literary Techniques

-Narrator

-Poetic Voice

-Drama: scenario

-Characterization/ Portray

Cultural Context

-Spain and Its Languages

-Nature vs. Man

-Aztec Flower Wars

Film Analysis

-Movie Soundtrack and Incidental Music

Grammar: Direct and Indirect Pronoun Objects, Adjectives

Global Competence: recognize perspectives.

Reading and Film List

Film

El hijo de la novia, Juan José Campanella

Short Story

La prodigiosa tarde de Baltazar, Gabriel García Márquez

No oyes ladrar los perros, Juan Rulfo

Los gallinazos sin plumas, Julio Ramón Ribeyro

Poetry

Canción de otoño en primavera, Rubén Darío

4. Informative Literary Essay

Research

Literary Techniques

-Allegory

-In Media Res

-Poetic Style

-Figure of Speech: Synesthesia

-Atmosphere

Cultural Context

-Italian Immigration in Argentina

-Clash among social classes

- Mexican Revolution

-Modernism

-Poor Neighborhoods in Latino America

Film Analysis

-Characterization/ Portray

Grammar: Subjunctive, Relative Pronouns

Global Competence: communicate ideas.

Reading and Film List

Film

El crimen del padre Amaro, Carlos Carrera

Short Story

La conciencia, Ana María Matute

El alacrán de fray Gómez, Ricardo Palma

La nochebuena de Encarnación Mendoza, Juan Bosch

Drama

El delantal Blanco, Sergio Vodanovic

5. Character Analysis

Characters

-Description

-Conflict

Literary Techniques

-Monologue

-Humor

-Characterization

Cultural Context

-Spain's Transition in the 70's and La Movida Madrileña

-Mexican Drama

-The Jewish Community in Argentina

-Women in Contemporary Drama in Spain

-Postmodernism

Film Analysis

-Melodrama

Grammar: Subjunctive II, Uses of SE.

Global Competence: take action.

Reading and Film List

Film

Mar adentro , Alejandro Amenábar

Short Story

El revolver, Emilia Pardo Bazán

La Tísica, Javier de Viana

La noche boca arriba, Julio Cortázar

El hijo, Horacio Quiroga

6. Cause and Effect Essay

Cause and Effect

Literary Techniques

-Aphorism

-Exempla (Ejemplos from Middleages)

-Outcome

-Climax

Cultural Context

-Power Structure

-The rural area in the literary work of Ana María Matute

-The creation of Peruvian Traditions

-The Root of Violence

-Political and Economic Unrest in Second half of Twentieth Century

Film Analysis

-Camera Angles

Grammar: Conditional with SI, Uses of SE.

Global Competence: take action.

Reading and Film List

Film

Mujeres al borde de un ataque de nervios, Pedro Almodóvar

Short Story

Emma Zunz, Jorge Luis Borges

Novel

Elogio de la madrastra, Mario Vargas Llosa

Drama

El eterno femenino, Rosario Castellanos

Una lucha muy personal, Mercé Sarrias

Course Objectives

	Objectives
Objective 1	Identify, define, explain, and interpret figures of speech as they apply to works of literature (i.e. metaphor, allegory, personification, synesthesia, aphorism, and antithesis).
Objective 2	Distinguish the relevant features of prose, poetry, and drama.
Objective 3	Identify, explain, and discuss the essential features of literary movements that influenced Hispanic literature last two centuries: Modernism, Postmodernism, Fantasy and Science Fiction, Realism Magic, Boom, and Post Boom.
Objective 4	Produce critical essays using a variety of rhetorical strategies and appropriately applying Spanish grammar, usage, and punctuation for literary analysis.
Objective 5	Proofread and edit essays using the proper conventions of literary analysis.
Objective 6	Identify and evaluate primary and secondary sources, incorporating them into written work, using appropriate Modern Language Association (MLA) documentation format without plagiarism.
Objective 7	Investigate and interpret how political, social, and cultural contexts shape history, literature, and film.
Objective 8	Investigate, analyze, and discuss how dictatorship, repression, violence, poverty, marginalization, revolution, and political and economic instability have shaped the history and identity of the Spanish Speaking World.
Objective 9	Distinguish and define the fundamental elements of film-making: sound, shooting, color, camera angles, movie soundtrack, incidental music, characterization, melodrama, editing, film synopses, and film techniques.
Objective 10	Critically watch, analyze, and compare and contrast Hispanic films to compose film critiques.
Objective 11	Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted research.
Objective 12	Recognize perspectives, others' and their own, articulating and explaining such perspectives thoroughly and respectfully.
Objective 13	Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
Objective 14	Take action to improve conditions, viewing themselves as players in the world and participating reflectively.

Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Analyze, discuss, and interpret verbally and in writing works of Hispanic literature from a variety of genres such as poetry, prose (short story and novel), and drama.
Outcome 2	Demonstrate an understanding of the political, social, and cultural factors that shape the diverse history of Spanish speaking countries.
Outcome 3	Identify, explain, and discuss verbally and in writing various elements of filmmaking as they apply to Hispanic films and film critiques.
Outcome 4	Develop global competence: investigate the world, recognize perspectives, communicate ideas, and take action.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Collaborative/Team	Students will work in groups and give each other feedback on their assignments.
Activity	Students will read articles, essays, short stories, and watch films. They will also write analysis.
Participation	Students will interact and participate in group activities. Writing assignments, and quizzes will be given. Students will be given a variety of prompts based on readings and topics learned in class.
Lecture	Short lectures will be given to introduce authors, directors, historical context, and other relevant topics.

Discussion

Students will engage in discussion and express their opinions based on the films they watch and the poems, novels, and short stories they read.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College level or pre-collegiate essays	Students will write essays analyzing different topics from the poems, short stories, plays, and novels they read.	In and Out of Class
Student participation/contribution	When having discussions, students will express their opinions, as well as elaborate and contribute to the literary analysis.	In and Out of Class
Mid-term and final evaluations	Students will have either an essay or an exam. The essay or the exam will be based on material learned in class.	In and Out of Class
Tests/Quizzes/Examinations	Students will take grammar quizzes and will answer questions based on the readings.	In and Out of Class
Self/peer assessment and portfolio evaluation	Once students write a first draft of their essays, they will do a peer review. They will give each other feedback.	In and Out of Class
Group activity participation/observation	Students will write paragraphs and/or express their opinions based on the topics covered in class, and then they will share them with their classmates.	In and Out of Class
Reading reports	Students will answer questions based on the material they read.	In and Out of Class
Term or research papers	A research paper will be assigned. Students will have the flexibility to choose the topic they want to research and then write a paper.	In and Out of Class
Critiques	Students will write literary analysis, expressing their opinions about the readings.	In and Out of Class
Written homework	A variety of written homework will be assigned. Students will be able to practice grammar concepts that they have learned. The assignments will vary from filling the blank worksheets, to express their opinions in writing.	In and Out of Class

Assignments

Other In-class Assignments

Watch and analyze films
 Write in-class-film critiques
 Analytical reading activities
 Group and individual prompt responses
 Complete individual and peer revision and editing assignments
 Oral development activities
 Group development activities
 Group and individual research projects

Other Out-of-class Assignments

Read and respond to readings of short stories, novels, poems, plays, and film critiques
 Produce 5-6 essays for a total of 6,000 words, including essays which incorporate research and synthesis of ideas
 Complete homework
 Complete group and collaborative assignments
 On-line assignments

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

100,50

On-campus %

0,50

What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery?

Both, fully online and hybrid modalities will offer a variety of writing and oral activities, practice exercises, projects, and discussions. In the hybrid modality, class time will be dedicated to discuss films, poems, short stories, and complete writing assignments. In the fully online modality the LMS will be used to provide assignments, discussions, and short lectures. Students will access the discussion board to engage and interact with one another.

Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?

Vistas Supersite, which has been integrated to the college LMS.

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Online quizzes and examinations
Private messages
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus
Video or audio feedback
Weekly announcements

External to Course Management System:

Direct e-mail
Synchronous audio/video
Teleconferencing

For hybrid courses:

Orientation, study, and/or review sessions
Scheduled Face-to-Face group or individual meetings

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

The selected strategies will be used to maintain Regular Effective Contact in the course, by promoting and ensuring the interaction between students and instructor. Students will receive timely feedback on their assignments, which will allow them to ask questions or concerns. Discussions will ensure interaction among students. Regular office hours will promote and enhance communication between students and instructor.

If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.

In hybrid courses, students will attend class and will interact with their classmates and instructor. Students will be able to ask questions and participate in discussions in real time.

Other Information

Provide any other relevant information that will help the Curriculum Committee assess the viability of offering this course in an online or hybrid modality.

By offering a variety of modalities, we are providing our students the opportunity to decide what modality works better for them. Expanding our modalities and offering hybrid and fully online courses will give our students more options and flexibility when it comes to their learning methodologies.

Comparable Transfer Course Information**University System**

UC

Campus

UC Irvine

Course Number

Spanish 3H

Course Title

Heritage Spanish: Latinidades en California

Catalog Year

2022-2023

University System

CSU

Campus

CSU Los Angeles

Course Number

SPAN 2050

Course Title

Intermediate Spanish for Heritage Speakers

Catalog Year

2022-2023

COD GE

C3 - Arts, Humanities, and Culture

CSU GE

C2 - Humanities

D - Social Sciences

IGETC GE

3B - Humanities

4 - Social & Behavioral Sciences

6A - Language other than English

MIS Course Data**CIP Code**

16.0905 - Spanish Language and Literature.

TOP Code

110500 - Spanish

SAM Code

E - Non-Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to both UC and CSU

C-ID

SPAN 230

Allow Audit

Yes

Repeatability

No

Materials Fee

No

Additional Fees?

No

Approvals**Curriculum Committee Approval Date**

03/07/2023

Academic Senate Approval Date

03/09/2023

Board of Trustees Approval Date

04/21/2023

Course Control Number

CCC000579034

Programs referencing this course

Spanish AA-T Degree (<http://catalog.collegeofthedesert.eduundefined/?key=11>)

Liberal Arts: Arts, Humanities Communication Studies AA Degree (<http://catalog.collegeofthedesert.eduundefined/?key=26>)

Liberal Arts: Social and Behavioral Sciences AA Degree (<http://catalog.collegeofthedesert.eduundefined/?key=30>)