

Course Outline of Record

1. Course Code: SPAN-022
2. a. Long Course Title: Spanish for Heritage Speakers II  
 b. Short Course Title: SPAN HERG SPEAK II
3. a. Catalog Course 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.  
 b. Class Schedule Course 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 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.  
 C-ID SPAN 230  
 c. Semester Cycle (if applicable): *N/A*  
 d. Name of Approved Program(s):  
 • COD General Education GE Pattern
4. Total Units: 5.00      Total Semester Hrs: 90.00  
 Lecture Units: 5      Semester Lecture Hrs: 90.00  
 Lab Units: 0      Semester Lab Hrs: 0  
 Class Size Maximum: 35      Allow Audit: No  
 Repeatability No Repeats Allowed  
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:  
*Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)*  
 Prerequisite: SPAN 021 OR Heritage Speaker of Spanish, OR equivalent. 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.
6. Textbooks, Required Reading or Software: *(List in APA or MLA format.)*  
 a. Courtad, James C., Kathryn Everly, Martin Gaspar (2016). *Intrigas* (2nd/e). Boston Vista Higher Learning, Inc.. ISBN: 9781680043419  
 College Level: Yes  
 Flesch-Kincaid reading level: *N/A*

# SPAN 022-Spanish for Heritage Speakers II

## b. Vista Supersite Access Code

### 7. Entrance Skills: *Before entering the course students must be able:*

#### a.

Demonstrate the ability to analyze and discuss verbally and in writing the political, social, economic, cultural, and environmental issues that affect the Spanish Speaking World.

- SPAN 003 - Express their thoughts in essay form.
- SPAN 002 - Communicate in Spanish on a variety of topics such as health, stresses and pressures, conveniences of modern life, the environment, social life and personal relationships, the workplace, traveling and accommodations, government and civic responsibilities
- SPAN 002 - Narrate stories in the past in Spanish, including giving background information, description and sequence of events using a variety of verb tenses
- SPAN 021 - Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, supporting them with a variety of appropriate textual evidence and examples and demonstrating appropriate academic discourse and the conventions of literary analysis.
- SPAN 003 - Discuss customs and cultures of Spanish speaking countries.
- SPAN 003 - Discuss selected literary pieces.
- SPAN 002 - Talk about likely, unlikely and impossible hypothetical situations in Spanish
- SPAN 002 - Describe and illustrate aspects of the culture of Spanish-speaking countries covered in the course
- SPAN 021 - Demonstrate an understanding of the diverse cultural make-up of Hispanic literature.
- SPAN 002 - Compare and contrast the similarities and differences among them

#### b.

Demonstrate the ability to read critically and with fluency a variety of texts.

- SPAN 003 - Use the Spanish language as spoken in every day situations.
- SPAN 003 - Discuss customs and cultures of Spanish speaking countries.
- SPAN 002 - Express emotion, opinion, advice, doubt, requests, uncertainty, contingency, purpose and non-existence in Spanish using the subjunctive mood
- SPAN 021 - Critically read, analyze, compare and contrast, and evaluate texts presented in multiple narrative styles (historical, informative, journalistic, argumentative, critique).
- SPAN 021 - Demonstrate an understanding of how readers' experiences influence the reading of texts.
- SPAN 002 - Demonstrate the ability to read and interpret written Spanish appropriate for the level

#### c.

Use simple, compound, and complex sentences to write paragraphs and compose essays with appropriate Spanish grammar, usage, and punctuation.

- SPAN 021 - Apply style, diction, and tone appropriate to the academic community and the purpose of the specific writing task; proofread and edit essays for presentation so they exhibit no disruptive errors in Spanish grammar, usage, or punctuation.
- SPAN 003 - Express their thoughts in essay form.
- SPAN 002 - Narrate stories in the past in Spanish, including giving background information, description and sequence of events using a variety of verb tenses
- SPAN 002 - Express emotion, opinion, advice, doubt, requests, uncertainty, contingency, purpose and non-existence in Spanish using the subjunctive mood
- SPAN 002 - Recognize their own errors in writing and use self-correction as a strategy to use Spanish more accurately

#### d.

Watch video clips, documentaries, and films and critically discuss political, social, economic, cultural, and environmental issues.

- SPAN 002 - Communicate in Spanish on a variety of topics such as health, stresses and pressures, conveniences of modern life, the environment, social life and personal relationships, the workplace, traveling and accommodations,

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government and civic responsibilities

- SPAN 003 - Use the Spanish language as spoken in every day situations.
- SPAN 003 - Discuss customs and cultures of Spanish speaking countries.
- SPAN 002 - Talk about likely, unlikely and impossible hypothetical situations in Spanish
- SPAN 021 - Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted research.
- SPAN 021 - Recognize perspectives, others' and their own, articulating and explaining such perspectives thoroughly and respectfully.
- SPAN 021 - Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
- SPAN 002 - Evaluate their own values, behaviors and worldviews on the socio-cultural topics presented in the course. Compare and contrast values, behaviors and worldviews with those of Spanish speakers
- SPAN 021 - Take Action to improve conditions, viewing themselves as players in the world and participating reflectively.

## 8. Course Content and Scope:

### Lecture:

#### 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 Flowery 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

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Lab: (if the "Lab Hours" is greater than zero this is required)

## 9. Course Student Learning Outcomes:

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.

2.

Demonstrate an understanding of the political, social, and cultural factors that shape the diverse history of Spanish speaking countries.

3.

Identify, explain, and discuss verbally and in writing various elements of filmmaking as they apply to Hispanic films and film critiques.

4.

Develop global competence: investigate the world, recognize perspectives, communicate ideas, and take action.

## 10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Identify, define, explain, and interpret figures of speech as they apply to works of literature (i.e. metaphor, allegory, personification, synesthesia, aphorism, and antithesis).
- b. Distinguish the relevant features of prose, poetry, and drama.
- c. 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.
- d. Produce critical essays using a variety of rhetorical strategies and appropriately applying Spanish grammar, usage, and punctuation for literary analysis.
- e. Proofread and edit essays using the proper conventions of literary analysis.
- f. Identify and evaluate primary and secondary sources, incorporating them into written work, using appropriate Modern Language Association (MLA) documentation format without plagiarism.
- g. Investigate and interpret how political, social, and cultural contexts shape history, literature, and film.
- h. 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.
- i. 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.
- j. Critically watch, analyze, and compare and contrast Hispanic films to compose film critiques.
- k. Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted research.
- l. Recognize perspectives, others' and their own, articulating and explaining such perspectives thoroughly and respectfully.
- m. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
- n. Take action to improve conditions, viewing themselves as players in the world and participating reflectively.

## 11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*

- a. Activity
- b. Collaborative/Team
- c. Demonstration, Repetition/Practice

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- d. Discussion
- e. Journal
- f. Lecture
- g. Participation
- h. Role Playing
- i. Self-exploration
- j. Technology-based instruction

Other Methods:

1. Immersion Approach 2. Project Based Language Learning

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 90.00

Outside Class Hours: 180.00

a. 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

b. 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

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays
- Written homework
- Critiques
- Guided/unguided journals
- Portfolios
- Term or research papers
- Reading reports
- Presentations/student demonstration observations
- Group activity participation/observation
- Product/project development evaluation
- Self/peer assessment and portfolio evaluation
- True/false/multiple choice examinations
- Mid-term and final evaluations
- Student participation/contribution
- Oral and practical examination

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO-GE C3 – Arts, Humanities, and Culture



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Analyze the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;

Show how and why the visual and performing arts are unique and how inherent meaning in the arts transcends written and verbal communication;

Understand and appreciate diverse local, national, and world context.

Connect knowledge of self and society to larger cultural contexts.

Articulate the differences and similarities between and within cultures.

### 16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
UC	UC Irvine	Spanish 3H	Spanish for Heritage Speakers: Exploring U.S. Latino Issues	2016
CSU	CSU Channel Island	SPAN 212	Spanish for Heritage Speakers II	2016
CSU	CSU Los Angeles	SPAN 206B	Intermediate Spanish for Heritage Speakers	2016

### 17. Special Materials and/or Equipment Required of Students:

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18. Materials Fees:  Required Material?

**Material or Item**

**Cost Per Unit**

**Total Cost**

### 19. Provide Reasons for the Substantial Modifications or New Course:

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 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.

20. a. Cross-Listed Course (Enter Course Code): *N/A*  
 b. Replacement Course (Enter original Course Code): *N/A*

21. Grading Method (choose one): Letter Grade Only

### 22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000579034  
 b. T.O.P. Code [CB03]: 110500.00 - Spanish  
 c. Credit Status [CB04]: D - Credit - Degree Applicable  
 d. Course Transfer Status [CB05]: B = Transfer CSU  
 e. Basic Skills Status [CB08]: 2N = Not basic skills course  
 f. Vocational Status [CB09]: Not Occupational  
 g. Course Classification [CB11]: Y - Credit Course  
 h. Special Class Status [CB13]: N - Not Special  
 i. Course CAN Code [CB14]: N/A  
 j. Course Prior to College Level [CB21]: Y = Not Applicable  
 k. Course Noncredit Category [CB22]: Y - Not Applicable  
 l. Funding Agency Category [CB23]: Y = Not Applicable

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m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (if program-applicable): COD General Education

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

### 23. Enrollment - Estimate Enrollment

First Year: 35

Third Year: 35

### 24. Resources - Faculty - Discipline and Other Qualifications:

a. Sufficient Faculty Resources: Yes

b. If No, list number of FTE needed to offer this course: N/A

### 25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

### 26. Additional Construction or Modification of Existing Classroom Space Needed. (Explain:)

N/A

### 27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Artel Garcia Origination Date 10/20/16