



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- X New Course 11-8-2007
- COR Revision
- COR Update
- Pre Req/Advisories
- Other Changes
- X Effective Date 200830

COURSE SUBJECT & NUMBER: SPAN 102HL

COURSE NAME: *Elementary Spanish for Heritage Learners II

COURSE UNITS: 5 **COURSE HOURS:** 5

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of SPAN 101HL or SPAN 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)*

Elementary Spanish for Heritage Learners is equivalent, in scope, to SPAN 102. This course continues the work of SPAN 101HL on understanding, speaking, reading, and writing Spanish. Students will also continue enhancing their reading and writing skills using academic Spanish vocabulary, and develop their critical thinking skills to read, analyze, and critique different literary genres. It offers heritage learners a more in-depth knowledge about their language and cultural heritage and opportunities to further develop and enhance the spoken language acquired in SPAN 101 HL.

The course will be conducted entirely in Spanish.

Note: Students must be native speakers or heritage language learners. A native speaker or heritage learner is someone who was born in a Spanish speaking country and/or speaks Spanish at home.

A heritage language learner may also be an individual who has learned Spanish in a non-academic setting.

(CSU,AVC)

COURSE OBJECTIVES: *(Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Apply additional vocabulary acquired during the second semester in an academic setting.
2. Further develop their speaking skills by applying more complex phonetic rules and connecting sentences into brief narratives when speaking about topics learned in class.
3. Continue to react to and express opinions and interpretations more fluently about Spanish texts after reading.
4. Respond in oral and/or written Spanish using vocabulary and grammar covered in the course to questions about everyday topics, and historical, cultural and political events.
5. Demonstrate more in-depth knowledge of the history, geography, and culture of Spanish-speaking countries.

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COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Title 5 requires that each instructor must cover all material listed below.)*

COURSE CONTENT

I. Writing proficiency and analysis

- A. Continuation of orthography and spelling (correct uses of b and v, m and n, r and rr, g, cc, vowels, y/i, z/c/s, ll)
- B. Continuation of the correct use of the accents (diphthongs and hiatus)
- C. Punctuation
- D. Transitional phrases
- E. Paragraphs: description, narration, exposition
- F. Capitalization rules
- G. Homophones, synonyms and antonyms
- H. False cognates

II. Grammar structures such as:

- A. Verbs followed by prepositions, Uses of past participle, present perfect indicative, passive constructions, present subjunctive, formal and familiar commands, future, conditional, imperfect subjunctive, and other perfect tenses
- B. Verb tenses: subjunctive mood, future, conditional, and sequence of tenses.
- C. Lexical differences, equivalents, and variations
- D. Idioms, idiomatic expressions, and proverbs
- E. Archaism, Gallicism, and Anglicism in the Spanish language
- F. Standard Spanish
- G. Synonyms and antonyms

III. Languages and culture in the Spanish world

- A. Introduction to the language and culture of Spanish Speaking countries such as Costa Rica, Panamá, Colombia, Venezuela, Perú, Argentina, Bolivia, and Chile
- B. Cultural values
- C. Language and culture through TV Programs, videos such as CNN Spanish documentaries, Latin American movies as The Official Story, Motorcycle Diaries and Maria Full of Grace
- D. Language and cultural differences and social issues studied during the semester such as immigration, refugees, family, gastronomy, sports, music, and indigenous clothing
- E. Introduction to literary analysis (poetry, short stories, readings, myths, essays, magical realism)

IV. Other topics related to Hispanic culture such as:

- A. Family values and personality
- B. Hispanic identity and heritage
- C. Holidays and celebrations
- D. Prominent Hispanics such as Carolina Herrera, Cecilia Roth and Fito Paéz.
- E. Literary masters: Gabriel García Márquez, Mario Vargas Llosa, José Luís Borges, Julio Cortazar, Isabel Allende and Pablo Neruda.

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TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Weekly and biweekly reading assignments will be given from the textbook, workbook, and handouts provided by the instructor. Among the reading assignments are segments on Hispanic literature, culture, and history, first-person accounts of life and culture in Spanish-speaking countries, and magazine and newspaper articles on high-interest topics such as music, history, language, and art.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Students will complete exercises in the textbook as well as short essays and supplementary writing assignments weekly or biweekly.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

N/A

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Research information, view films and videos, and attend cultural events.

5. Describe those critical thinking skills that are derived from assignments listed above; be sure that they reflect course objectives.

Students will:

- a. Express their opinions applying new vocabulary and syntax learned in class.
- b. Compare and contrast cultural differences among the Spanish-speaking countries and regions, and the Hispanic countries and the United States.
- c. Examine and analyze different types of literature in order to ask and answer questions, critique, and write short essays.

6. For categories 1-4 above, describe the estimated time per week it would take a student to complete homework assignments. Title 5 uses the Carnegie formula for establishing units using a 2:1 ratio as follows: 1 hr. lecture = 2 hrs. homework; 2 hrs. lecture = 4 hrs .homework; etc. For example: reading textbook—2 hours; writing reports—3 hours.

Reading: 2 – 3 hours

Writing: 3 – 5 hours

Computational: N/A

Other: Listening to audio CD’s and/or cassettes: 2 – 4 hours with the Lab Manual
Researching information and viewing films and videos: 1 – 2 hours

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Five hours per week are spent in the classroom. The instructor will give very short lectures in Spanish, followed by discussion of the material being presented. Instructor will facilitate small group activities and pair work. When possible, new vocabulary will be presented using visual aids, slides, videos, computer programs, and audiocassettes

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Periodical exams will test vocabulary, grammar, listening comprehension, reading, writing, and knowledge of history, geography, and culture of Spanish-speaking countries)

The instructor will evaluate the speaking ability and participation of each student during group activities, pair work, or personal interviews.

A final exam will test the material covered during the semester including vocabulary, grammar, listening comprehension, reading, writing, speaking skills, and knowledge of history, geography and culture of Spanish-speaking countries.

Suggested Texts or other Instructional Materials *(list several when possible; include title, author, publisher, date, and latest edition.)*

Zaslow Alonso-Lyrintzis, Entre mundos: An Integrated Approach for the Native Speaker, 2nd Edition, Prentice Hall, 2004

Sarah Marquéz, La lengua que heredamos: Curso de Español para bilingües, 5th edition, John Wiley and Sons, Inc., 2005

Fabián Samaniego et. al., ¡De una vez!, 1st Edition, Houghton Mifflin Company, 2007

N. Ariana Mrak and Edwin Karli Padilla Aponte, ¡Conozcámonos!, 1st Edition, Thomson Heinle, 2007