



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input checked="" type="checkbox"/>	COR Revision 2/25/2010
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input checked="" type="checkbox"/>	SLOs 3/20/2008

COURSE SUBJECT & NUMBER: SPAN 203

COURSE NAME: *Advanced Spanish

COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

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

Prerequisite: Completion of SPAN 202

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 as (R#).*

Reading and discussion of literary texts. Students will also read contemporary non-literary texts, such as newspapers, magazines and essays on topics of current interest. Course includes advanced vocabulary building, essay writing and critical analysis of literary and non-literary texts. The course will be conducted entirely in Spanish. (CSU, UC, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. 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. Discuss and analyze a variety of advanced level Spanish texts, having gained 500 words new vocabulary.
2. Apply knowledge acquired to read aloud, converse with other students and the instructor, and make 10-15 minute oral presentations in Spanish on a topic requiring research with correct pronunciation and intonation.
3. Prepare and organize, in Spanish, essays that are clearly focused on a central idea and that demonstrate critical analysis of texts in support of that thesis. Essays will have few mechanical errors.
4. Demonstrate critical thinking in discussing texts and in writing essays.
5. Demonstrate understanding and knowledge of major Spanish authors and their works.

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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. Each instructor must cover all material listed below.)*

- I. More complex grammatical structures, vocabulary and idiomatic expressions needed to be able to read, analyze and discuss assigned readings.
- II. High intermediate level literature written by major Spanish-American and Peninsular authors such as:
 - A. "Un día de estos" by Gabriel García Márquez (Colombia)
 - B. "Poema 20" by Pablo Neruda (Chile)
 - C. "Es que somos muy pobres" by Juan Rulfo (Mexico)
 - D. "Casa tomada" by Julio Cortázar (Argentina)
 - E. "Ángeles de la ciudad" from Fuerte es el silencio by Elena Poniatowska (Mexico)
 - F. "Mr. Taylor" by Augusto Monterroso (Honduras)
 - G. "La muñeca menor" from Papeles de Pandora by Rosario Ferré (Puerto Rico/New York)
 - H. "Los dos reyes y los dos laberintos" by Jose Luis Borges (Argentina)
 - I. "El buen ejemplo" by Vicente Riva Palacio (Mexico)
 - J. "Jaque Mate en dos jugadas" by (Argentina)
 - K. "El ángel caído" by Amado Nervo (Mexico)
 - L. "Nosotras" from La Rreja by María Elena Llana (Cuba)
 - M. "Los Pajaritos de los domingos" from El sonido Blanco by María de Montserrat (Cuba)
 - N. "El hombre que robó a Borges" by Rubén Loza Aguerreberre (Uruguay)
 - O. "El árbol de oro" from Historias de Artámila by Ana María Matute (Spain)
 - P. "La droga" from Aquí pasan cosas raras by Luisa Valenzuela (Argentina)
- III. Genres, styles, literary devices and structural features of Spanish and Spanish-American literature such as:
 - A. Fiction:
 1. Historical fiction – Historical novel
 2. Realistic fiction
 3. Tales of imagination and fantasy
 4. Myths and Legends
 - B. Nonfiction
 - C. Prose and Poetry
 - D. The detective story and other short-stories
 - E. Satire, whimsy and the use of humor
 - F. Common literary devices
 1. imagery
 2. metaphor
 3. symbolism
 - G. The theme: meaning or moral
 - H. The main problem or conflict of a plot and how it is resolved
 - I. Levels of reality: the conscious, or "real" world, and the subconscious, or dream world
 - J. The modernist and the ultraísta movement in literature
 - K. "Magical realism"
- IV. Sociopolitical, historical and cultural information related to the assigned readings such as:
 - A. The Spanish Civil War and life in post-Civil War Spain
 - B. The role of the Catholic Church
 - C. The effect of technology on modern humanity
 - D. The meeting of the indigenous American and Western European cultures
 - E. The point of view of those of Hispanic heritage who grew up in the United States and are bilingual
 - F. The tragic lives of simple people in the countryside: peasants, villagers, miners, wanderers, gypsies, village doctors, teachers, and state owners
 - G. The struggle of humankind against nature
 - H. The question of what role intellectuals ought to play in the political process

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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:

This course requires that each student reads all the grammatical explanations before coming to class (daily). Other specific reading assignments will be given from the textbook and hand-outs provided by the instructor (weekly).

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

Before coming to class, students will complete exercises in the workbook and/or textbook.
On a weekly basis, students will listen to the audio materials and complete the assignments in the lab manual.
At least five times during the semester, students will write short paragraphs using the vocabulary and grammar learned.

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:

- Students will:
- Express their opinions applying basic vocabulary and syntax learned in class.
 - Compare and contrast diverse Hispanic cultures.
 - Examine and analyze different types of literature in order to ask and answer simple questions.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2 hours

Writing Assignments: 3 hours

Computational Assignments: N/A

Other Assignments: 1 hour (research)

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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.)*

Materials will be presented primarily through readings, lectures and student oral presentations. Advanced vocabulary study will focus on exercises that demonstrate word formation patterns in Spanish. Texts will be supplemented by tapes, slides, overhead and music as appropriate. This course will be conducted entirely in Spanish.

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.)*

Weekly homework assignments: vocabulary/ grammar exercises and short essays on readings (Objectives 1, 3, 4 and 5)

Weekly quizzes covering new vocabulary, grammar reviewed and literature studied (Objectives 1, 3, 4 and 5)

Two or more group or individual five-page researched and annotated papers .(Objectives 1, 3, 4 and 5)

Two or more group or individual oral power point presentations discussing researched papers of approximately 10 minutes each (Objectives 1-5)

Two mid-term exams covering vocabulary learned, grammar reviewed and a short essays on readings (Objectives 1, 3, 4 and 5)

One Final exam (Objectives (1-5) including:

- vocabulary and grammar studied, and reviewed during the semester
- short essays comparing and contrasting writers, their works and/or styles of writing
- a brief interview testing speaking ability and knowledge of the literature studied (Objectives (1-5)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Breve cuentos hispanos, Thomas E. Kooreman et. al., Pearson Prentice Hall, 2008, Fourth Edition

Cofre literario, Rosa Alicia Ramos et. al., Mc.Graw-Hill, 2006, Second Edition (only edition available)

El Cuento Hispánico, Edward J. Mullen and John F. Garganigo, McGraw-Hill, 2004, Sixth Edition (only edition available)

Leyendas del mundo hispano, Susan M. Bacon et. al., Prentice Hall, 2010, Third Edition