

COURSE OUTLINE

Spanish 115 (C-ID Number: SPAN 220) Spanish for the Spanish Speaking I (C-ID Title: Spanish for Heritage Speaker I)

Catalog Statement

SPAN 115 is designed for heritage speakers of Spanish or other linguistically qualified students. It provides instruction that builds upon the existing reading, writing, speaking and listening skills and the cultural heritage and knowledge of these students. Structure of the language, oral and written communication, fundamentals of grammar, and composition are included. The course increases awareness of linguistic registers, introduces a more advanced vocabulary beyond the familiar routine and develops an appreciation for Hispanic cultures as manifested in Spanish speaking countries and in the United States. This course is conducted entirely in Spanish.

Total Lecture Units: 5.0

Total Laboratory Units: 0.0

Total Course Units: 5.0

Total Lecture Hours: 80.0

Total Laboratory Hours: 0.0

Total Laboratory Hours To Be Arranged: 0.0

Total Faculty Contact Hours: 80.0

Prerequisite: SPAN 102 or equivalent

Note: Heritage and native speakers of Spanish that wish to enroll and do not meet the prerequisite may contact the Language Arts Division to have the prerequisite waived.

Course Entry Expectations

Prior to enrolling in the course, the student should be able to:

- demonstrate correct Spanish pronunciation;
- use the vocabulary and grammar presented in class in correct Spanish sentences;
- demonstrate a developing oral and written fluency in the Spanish language;
- read and utilize simple Spanish in the present and past tenses;
- recognize the cultural nuances of selected countries of the Spanish speaking world by comparing and contrasting the Spanish language and culture with his/her own.

Course Exit Standards

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

- demonstrate proper oral and written Spanish, avoiding interference of English, and using correct spelling, pronunciation, and grammatical constructions in all moods and tenses;
- analyze literary works in Spanish for reading comprehension and to express opinions about important literary elements manifested within the works;

- organize and synthesize ideas and express them in a well-structured essay using academic Spanish;
- express himself/herself in Spanish using a more developed vocabulary about abstract concepts such as terrorism, immigration, careers, social classes, and violence and avoiding *calcos* (literal translations that lose their original meaning) and false cognates;
- identify, compare and contrast regional variations of Spanish;
- demonstrate greater awareness and knowledge of his/her rich heritage and Hispanic cultures.

Course Content

Total Faculty Contact Hours = 80.0

School Studies (7 hours)

Mood: subjunctive with verbs of influence and emotion

Equivalencies of “have”

Spelling: homophones *a hacer* and *a ser*

Literary reading: “*Los ojos del dragon*”

Professional Careers and Goals (9 hours)

Mood: the subjunctive (doubt) vs. the indicative (certainty)

Mood: the subjunctive with indefinite antecedents

Writing: difficult translations

Writing: formal letters

Spelling: “sc”

Literary reading: *Signos de puntuación* or “*Las mejores profesiones del futuro*”

Culture: Panama and/or Peru

Social Classes (7 hours)

Mood: the subjunctive with conjunctions

Equivalencies of *por*

Direct, indirect, and reflexive pronouns

Spelling: “h”

Literary reading: *El delantal blanco* or “*Los quince de Finita*” or “*A Julia de Burgos*”

The World of Today (9 hours)

Verbs that require prepositions and the “*a personal*”

Review of commonly misspelled words

Review of the rules of accentuation

Commonly misspelled or misused expressions

Writing: *El drama* or the expository essay

Spelling: “z”

Literary reading: “*No cierren las puertas*” or “*Adherido a las esquinas*” or “*Reflexión: El 11 de septiembre*”

Culture: Chile and/or Ecuador

The Mexican Community in the United States (7 hours)

The future

Regional vocabulary from the Spanish of Mexico and other countries, anglicisms, and international words

Writing: avoiding plagiarism

Spelling: prefixes and suffixes

Literary reading: “*Yo soy Joaquín*”

The Puerto Rican Community in the United States (8 hours)

The conditional

Regional vocabulary from the Spanish of Puerto Rico anglicisms, and international words

Phonology of the Spanish of Puerto Rico

Spelling: “x”

Literary reading: “*Una comunidad política cumple 50 años*” or “*Pasaje de ida y vuelta*”

Culture: Guatemala and/or the Dominican Republic

The Cuban Community in the United States (9 hours)

The present perfect and the future perfect

The past participle

Regional vocabulary from the Spanish of Cuba, anglicisms, and international words

Phonology and syntax of the Spanish of Cuba

Writing: the summary or the comparative essay

Spelling: “j”

Literary reading: “*Carta de Cuba: la escritura de la libertad*” or “*Mariel*” or “*Declaración*”

Violence (8 hours)

Mood: past subjunctive

Expressions with “*si*”

Equivalencies of adjectives and nouns with “-ing”

Spelling: “g”

Literary reading: “*¿Quiere Ud. rabiar conmigo?*” or “*Muerte de Antoñito el Camborio*”

Culture: Nicaragua and/or Venezuela

Crime and Its Consequences (8 hours)

Mood: past perfect subjunctive

“*Si*” clauses

Equivalencies of “to raise”

Writing: the persuasive essay

Spelling: homophones with “ll” and “y”

Literary reading: “*El huésped*” or “*Memorial de Tlatelolco*”

Cultures in Contact (8 hours)

Past perfect

Equivalencies of “right” and “wrong”

Spelling: words that are written together and words that are written separately

Literary reading: “*Walimai*” or “*La destrucción de la Amazonia*”

Culture: Costa Rica and/or Paraguay

Methods of Instruction

The following methods of instruction may be used in this course:

- class lecture and discussion;
- group learning;
- multi-media presentations;
- cultural activities such as guest speakers, theater performances, music, dance, and culinary experiences;
- educational technologies, including online methods of instruction and internet.

Out of Class Assignments

The following out of class assignments may be used in this course:

- oral group project (e.g. present on the cultural aspects of Panama);
- three written compositions (e.g. write a formal letter using the subjunctive and the indicative moods and persuade the CEO of a company to change a current practice);
- weekly writing, vocabulary, grammar, and reading assignments.

Methods of Evaluation

The following methods of evaluation may be used in this course:

- class attendance and participation;
- written chapter exams;
- midterm exam;
- final exam.

Textbooks

Alonso-Lyrintzis, Deana, and Brandon Zaslow. *Entre mundos: An Integrated Approach for the Native Speaker*. 2nd ed. Upper Saddle River: Pearson Prentice Hall, 2014. Print.

12th Grade Textbook Reading Level. ISBN: 0-13-183409-6

Alonso-Lyrintzis, Deana, and Brandon Zaslow. *Workbook to Accompany Entre Mundos: An Integrated Approach for the Native Speaker*. 2nd ed. Upper Saddle River: Pearson Prentice Hall, 2004. Print.

12th Grade Textbook Reading Level. ISBN: 0-13-183410-X

**While this workbook does not have a newer edition, the Spanish Department feels this is the most student friendly and best option as a textbook for SPAN 115. It accompanies the latest reprinting of the textbook (2014).*

Student Learning Outcomes

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

- demonstrate developing levels of oral and written communication using acceptable standard Spanish vocabulary and all moods and tenses;
- comprehend standard Spanish and its regional variations, both orally and in writing;
- apply fundamental principles of Spanish grammar and structure in order to avoid interference of the English language;
- read, comprehend, and analyze Spanish language works of literature;
- demonstrate greater knowledge of his/her rich cultural heritage.