

# SPAN R220H: HONORS: SPANISH HERITAGE SPEAKERS I

**Originator**

ptrujillo

**College**

Oxnard College

**Discipline (CB01A)**

SPAN - Spanish

**Course Number (CB01B)**

R220H

**Course Title (CB02)**

Honors: Spanish Heritage Speakers I

**Banner/Short Title**

Honors: Spanish Heritage I

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

This is a Spanish course designed for native and heritage speakers of Spanish. It increases awareness of linguistic registers, provides instruction that builds upon the existing reading, writing, speaking and listening skills and the cultural heritage and knowledge of these students. The process of writing, at paragraph and composition level, will be practiced throughout the course. The reading of Spanish-speaking writers will be used to improve students' reading and writing skills, critical thinking abilities and understanding of the diversity of Spanish-speaking societies. Honors work challenges students to be more analytical and creative through expanded assignments, and enrichment opportunities. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of "C" or better or "P". This course is conducted entirely in Spanish.

**Taxonomy of Programs (TOP) Code (CB03)**

1105.00 - Spanish

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Grading method**

Letter Graded

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

70

**Maximum Contact/In-Class Lecture Hours**

70

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

70

**Total Maximum Contact/In-Class Hours**

70

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

140

**Maximum Outside-of-Class Hours**

140

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

210

**Total Maximum Student Learning Hours**

210

**Minimum Units (CB07)**

4

**Maximum Units (CB06)**

4

**Advisories on Recommended Preparation**

SPAN R110

**Entrance Skills****Entrance Skills**

Students must be able to use the preterit and imperfect tenses to narrate past events.

**Prerequisite Course Objectives**

SPAN R110-Discuss topics related to relationships, family, professions, health and nutrition, social issues, and cultural celebrations from Spanish-speaking countries, orally and in writing, at the intermediate level.

SPAN R110-Narrate and describe past events using the preterit and imperfect past tenses.

SPAN R110-Write 150 to 200-word compositions in the past tense.

**Entrance Skills**

Students must be able to use intermediate level vocabulary to discuss professions, health, nutrition, family, relationships, and social issues.

**Prerequisite Course Objectives**

SPAN R110-Discuss topics related to relationships, family, professions, health and nutrition, social issues, and cultural celebrations from Spanish-speaking countries, orally and in writing, at the intermediate level.

SPAN R110-Write and deliver oral presentations on current events and cultural topics related to Spanish-speaking communities.

**Entrance Skills**

Students must be able to write a composition of up to 200 words using the present and past tenses.

**Prerequisite Course Objectives**

SPAN R110-Compare and contrast the nuances of everyday life in the Hispanic world with those of the English speaking in the U.S.

SPAN R110-Discuss topics related to relationships, family, professions, health and nutrition, social issues, and cultural celebrations from Spanish-speaking countries, orally and in writing, at the intermediate level.

SPAN R110-Write 150 to 200-word compositions in the past tense.

**Entrance Skills**

Students must be able to read a text in Spanish at the intermediate level.

**Prerequisite Course Objectives**

SPAN R110-Read authentic texts in Spanish such as blogs, advertisements, short stories, newspaper articles, current events, etc.

**Requisite Justification****Requisite Type**

Advisory

**Requisite**

SPAN R110

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Content review

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Students will identify and discuss one or more distinct aspects of Hispanic cultures through an oral presentation or an online discussion.                 |
| 2 | Students will demonstrate proficiency of formal written Spanish syntax and vocabulary by writing a narrative essay with minimum interference from English. |
| 3 | Students will read authentic Spanish texts and answer comprehension and interpretation questions in oral and written form.                                 |
| 4 | (Honors) Students will carry out a research project on an issue affecting the local Spanish-speaking community.  |

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Demonstrate improved application of grammar, spelling, and lexicon in writing and speaking.   |
| 2 | Recognize and use different registers of the language in written and oral communication.  |
| 3 | Write well-organized 2 to 3-page essays demonstrating correct syntax, spelling, and vocabulary usage.                               |
| 4 | Read, analyze, and discuss texts by a diverse group of Spanish-speaking authors.  |
| 5 | Identify and discuss cultural issues relevant to Hispanic cultures.   |
| 6 | Examine, compare, and evaluate the contributions of Spanish-speaking communities locally and internationally.                       |
| 7 | Demonstrate critical thinking in written and oral communication in Spanish.   |
| 8 | (Honors) Conduct interviews, collect data, and write a research project on a topic related to the local Spanish-speaking community. |

**Course Content****Lecture/Course Content**

1. Culture
  - a. Film and videos such as:
    - i. "Una mejor vida" (USA, 2011)
    - ii. Buen día Ramón (Mexico-Germany, 2013)
    - iii. Youtube videos
    - iv. Interviews with Spanish-speakers
  - b. Authentic Spanish texts in a variety of genres

- i. Blogs
  - ii. Journalistic articles
  - iii. Personal and professional profiles
- c. Current events
  - i. DACA and Immigration Reform
  - ii. Innovations in technology
  - iii. College life
- d. Hispanic cultures
  - i. Values and cultural traditions
  - ii. Changing lifestyles in first and second-generation immigrants
  - iii. Art, history, and literature in the Americas and Spain
- 2. Register
  - a. Lexical variations
  - b. Idiomatic expressions
  - c. Standard vs non-standard
- 3. Grammar
  - a. Categories of words
  - b. Verbal tenses and modes
  - c. Syntax
- 4. Speaking
  - a. Conversation
  - b. Phonology
  - c. Pronunciation
- 5. Lexicon
  - a. Vocabulary expansion
  - b. Cognates and false cognates
  - c. Inference of meaning through context
- 6. Spelling
  - a. Accents
  - b. Homophones
  - c. Punctuation
- 7. Writing
  - a. Discussion of plagiarism
  - b. Essay writing
  - c. Editing techniques
  - d. (Honors) Research project
- 8. Reading
  - a. Articles on current events and opinion pieces
  - b. Short stories
  - c. Novels

### Laboratory or Activity Content

N/A

### Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams

Group projects

Individual projects

Journals

Oral analysis/critiques

Objective exams

Oral presentations

Quizzes

Reports/papers

Research papers

Written creation (poem, screenplay, song)

## Instructional Methodology

### Specify the methods of instruction that may be employed in this course

Audio-visual presentations  
 Computer-aided presentations  
 Collaborative group work  
 Class activities  
 Class discussions  
 Distance Education  
 Field trips  
 Group discussions  
 Guest speakers  
 Instructor-guided interpretation and analysis  
 Internet research  
 Lecture  
 Small group activities

### Describe specific examples of the methods the instructor will use:

1. Instructor will introduce new vocabulary and grammatical structures and guide students to incorporate them in a personal or professional profile.
2. Instructor will lecture on the uses of the preterit and imperfect tenses and ask students to write a narration in the past tense.
3. Instructor will go over guidelines for students to give an oral presentation on a cultural topic related to Spanish-speaking communities.
4. Instructor will lecture with a PowerPoint on common cases of interference of English and direct students to complete written exercises.
5. Instructor will show examples of citations using MLA style conventions and ask students to incorporate citations in their essay writing.

## Representative Course Assignments

### Writing Assignments

1. Students will write paragraphs and essays on topics studied and discussed in class.
2. Students will complete written assignments to practice grammar and lexicon, and discuss topics related to Spanish-speaking cultures.
3. Students will write narrative and descriptive essays displaying effective organization, knowledge of grammatical rules, and spelling.
4. Students will write a report on a performance, conference, or cultural event they have attended.
5. Students will watch a video on a cultural topic or current event related to the Spanish-speaking communities and write a response.
6. (Honors) Students will write journal entries documenting their research project on the Bracero program, or another topic related to the local Spanish-speaking community.
7. (Honors) Students will write an additional 3 to 4-page analytical essay on one of the literary works selected for the class in consultation with the instructor.

### Critical Thinking Assignments

1. After reading chapters 1-6 from *Enrique's Journey*, students will write two or three possible scenarios predicting his future life in the US, taking into account Enrique's personality, social network, and material resources.
2. After reading an article on a humanitarian crisis, students will work in groups to brainstorm possible solutions at the local, state and national level to alleviate the crisis. Students will then report their findings orally to the class.
3. Students will prepare a PowerPoint to contrast two traditional celebrations, one in the US and another in a Spanish-speaking country or region. They will hypothesize on the values each of these celebrations represent and invite the class to join in the discussion.
4. Students will read a persuasive article on a subject relevant to the Spanish-speaking community and identify the strengths and weaknesses presented by the author.
5. Students will research information on a financial issue affecting their local community for example, raising the minimum wage, and come up with pros and cons, and debate the issue in class.
6. (Honors) In consultation with the instructor, students will design and carry out an additional research project that requires them to interview local families with ties to the Bracero program and write an essay of at least 3 to 4 pages, summarizing and analyzing their collection of data.

**Reading Assignments**

1. Students will read text selections such as essays, biographies, poems, short stories, and a novel in Spanish.
2. Students will read news and opinion pieces on Hispanic cultures.
3. Students will read blogs, social media posts, job announcements and advertisements in Spanish.
4. Students will read discussion posts by other students and write a response in Spanish.
5. (Honors) In consultation with the instructor, students will select and read an additional literary work (novel or collection of short stories) written in Spanish, that addresses a topic studied in class (i.e. immigration, identity, gender equality, language, etc.). This work must be at least 100 pages in length.

**Other assignments (if applicable)**

(Honors) Required outside of class/office hours consultations regarding research and writing with instructor.

**Outside Assignments****Representative Outside Assignments**

1. Students will read and prepare text selections such as essays, biographies, poems and short stories in Spanish previous to class discussion.
2. Students will read a novel in Spanish and answer comprehension and interpretation questions, or write a report about it.
3. Students will prepare material for one individual or group oral presentation.
4. Students will listen to a TED talk on a topic related to Spanish-speaking cultures and prepare questions for classroom discussions.
5. Students will watch a film or attend a performance and write a report about it.
6. Students will write narrative and descriptive essays.
7. Students will complete online quizzes and assignments.
8. (Honors) Students will read an additional literary work of at least 100 pages.
9. (Honors) Students will write an additional 3-4 page analytical essay on the literary work of their selection
10. (Honors) Student will write bi-weekly journal entries to document their research project progress.
11. (Honors) Students will design and carry out a research project that requires them to interview people from their community.

**Articulation****C-ID Descriptor Number**

SPAN 220

**Status**

Aligned

**Comparable Courses within the VCCCD**

SPAN V03S - Spanish Heritage Language I

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****C2. Humanities**

Proposed

**D. Language and Rationality**

**E. Health and Physical Education/Kinesiology**

**F. Ethnic Studies/Gender Studies**

**CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**C2 Humanities: Literature, Philosophy, Languages Other than English**  
Proposed

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 3B: Humanities**  
Proposed

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

**Textbooks and Lab Manuals**

**Resource Type**

Textbook

**Classic Textbook**

No

**Description**

Potowski, Kim. *Conversaciones escritas: Lectura y redacción*, 2 edition. Wiley, 2017.

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**Resource Type**

Textbook

**Classic Textbook**

No

**Description**

Pérez-Gironés Ana María, and Adán Lifante, V. *Más*, 3rd edition. Mc Graw Hill Education, 2019.



**Resource Type**

Other Resource Type

**Description**

Spanish-English or Spanish monolingual dictionaries, in print or online.

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

**Regular Effective/Substantive Contact****Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	-Students will write a post on a threaded discussion initiated and moderated by the instructor, and receive prompt feedback. -Instructor will post announcements such as weekly assignments and weekly reviews.
Other DE (e.g., recorded lectures)	Instructor will post lectures, PowerPoint presentations, podcasts and webinars to supplement publisher-produced materials and help students achieve SLOs.
E-mail	-Instructor will answer students' specific questions on lectures, assignments, and concerns about the course in a prompt and timely manner. -Instructor will inform students should an illness, family emergency or another unexpected event prevent continuing regular effective contact for a prolonged period of time.
Synchronous Dialog (e.g., online chat)	Instructor will interact with students at specific times announced in the syllabus to conduct office hours, participate in a video conference or an online chat.
Video Conferencing	Instructor will arrange for a video conference via Skype or CCCConfer to conduct office hours, answer questions, present class material, provide feedback on assignments, and discuss class progress.
Face to Face (by student request; cannot be required)	Instructor will arrange a meeting with a student to explain class content, provide feedback, discuss class progress or personal/academic challenges a student may be experiencing.
Telephone	Instructor will communicate with a student via phone or voicemail to explain assignments, clarify doubts, or discuss overall class progress.

**Hybrid (51%–99% online) Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	-Students will write a post on a threaded discussion initiated and moderated by the instructor, and receive prompt feedback. -Instructor will post announcements such as weekly assignments and weekly reviews.
Other DE (e.g., recorded lectures)	Instructor will post lectures, PowerPoint presentations, podcasts and webinars to supplement publisher-produced materials and help students achieve SLOs.
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Face to Face (by student request; cannot be required)	Instructor will arrange a meeting with a student to explain class content, provide feedback, discuss class progress or personal/academic challenges a student may be experiencing.
Telephone	Instructor will communicate with a student via phone or voicemail to explain assignments, clarify doubts, or discuss overall class progress.

**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	-Students will write a post on a threaded discussion initiated and moderated by the instructor, and receive prompt feedback. -Instructor will post announcements such as weekly assignments and weekly reviews.
Other DE (e.g., recorded lectures)	Instructor will post lectures, PowerPoint presentations, podcasts and webinars to supplement publisher-produced materials and help students achieve SLOs.
E-mail	-Instructor will answer students' specific questions on lectures, assignments, and concerns about the course in a prompt and timely manner. -Instructor will inform students should an illness, family emergency or another unexpected event prevent continuing regular effective contact for a prolonged period of time.
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Face to Face (by student request; cannot be required)	Instructor will arrange a meeting with a student to explain class content, provide feedback, discuss class progress or personal/academic challenges a student may be experiencing.
Telephone	Instructor will communicate with a student via phone or voicemail to explain assignments, clarify doubts, or discuss overall class progress.

**Examinations****Hybrid (1%–50% online) Modality**

Online  
On campus

**Hybrid (51%–99% online) Modality**

Online  
On campus

**Primary Minimum Qualification**

FOREIGN LANGUAGES

**Additional local certifications required**

None

**Review and Approval Dates****Technical Review**

10/09/2019

**Curriculum Committee**

10/09/2019

**DTRW-I**

10/10/2019

**Curriculum Committee**

11/13/2019

**Board**

12/17/2019

**CCCCO**

MM/DD/YYYY

**DOE/accreditation approval date**

MM/DD/YYYY