

# SPAN R230: SPANISH FOR HERITAGE SPEAKERS II

**Originator**

ptrujillo

**College**

Oxnard College

**Discipline (CB01A)**

SPAN - Spanish

**Course Number (CB01B)**

R230

**Course Title (CB02)**

Spanish for Heritage Speakers II

**Banner/Short Title**

Spanish Heritage Speakers II

**Credit Type**

Credit

**Start Term**

Fall 2021

**Formerly**

SPAN R141 - Spanish Heritage Speakers 2

**Catalog Course Description**

This course is designed to build upon the existing reading, writing, listening and cultural skills of heritage speakers of Spanish. Students will further expand their vocabulary, distinguish different registers of the language, and learn advanced grammatical forms. The process of essay writing 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. 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 R200 or SPAN R220

## Entrance Skills

### Entrance Skills

Students must be able to use the indicative and subjunctive moods in oral and written communication.

### Prerequisite Course Objectives

SPAN R200-Recognize and use verb tenses of the indicative mood, in oral and written communication.

SPAN R200-Distinguish between the indicative and the subjunctive moods and use them properly.

---

### Entrance Skills

Students must be able to use intermediate-high level vocabulary to discuss current events and other topics related to Hispanic cultures.

### Prerequisite Course Objectives

SPAN R200-Define new vocabulary terms and use them in context.

SPAN R200-Distinguish between different registers of the language and use them in appropriate contexts.

SPAN R200-Discuss current events relevant to Spanish-speaking cultures.

SPAN R200-Compare the cultural beliefs and behaviors of different Hispanic cultures and the USA.

---

### Entrance Skills

Students must be able to write 250 to 400-word compositions using a variety of tenses and moods in Spanish.

### Prerequisite Course Objectives

SPAN R200-Write 250-400 word compositions on topics covered in class.

SPAN R200-Discuss current events relevant to Spanish-speaking cultures.

SPAN R200-Demonstrate critical thinking in written and oral communication in Spanish.

---

**Entrance Skills**

Students must be able to read and discuss a variety of text selections in Spanish.

**Prerequisite Course Objectives**

SPAN R200-Distinguish between different registers of the language and use them in appropriate contexts.  
SPAN R200-Read a selection in Spanish and identify main and secondary ideas.  
SPAN R200-Demonstrate critical thinking in written and oral communication in Spanish.

---

**Entrance Skills**

Students must be able to write a well-organized essay applying the rules of grammar, spelling, and lexicon in Spanish.

**Prerequisite Course Objectives**

SPAN R220-Demonstrate improved application of grammar, spelling, and lexicon in writing and speaking.  
SPAN R220-Recognize and use different registers of the language in written and oral communication.  
SPAN R220-Write well-organized 2 to 3-page essays demonstrating correct syntax, spelling, and vocabulary usage.  
SPAN R220-Demonstrate critical thinking in written and oral communication in Spanish.

---

**Entrance Skills**

Students must be able to read and discuss a college-level text in Spanish.

**Prerequisite Course Objectives**

SPAN R220-Read, analyze, and discuss texts by a diverse group of Spanish-speaking authors.  
SPAN R220-Identify and discuss cultural issues relevant to Hispanic cultures.  
SPAN R220-Demonstrate critical thinking in written and oral communication in Spanish.

---

**Requisite Justification**

**Requisite Type**

Advisory

**Requisite**

SPAN R200

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Content review

---

**Requisite Type**

Advisory

**Requisite**

SPAN R220

**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 write a 5-paragraph argumentative essay in Spanish with minimum interference of English syntax and vocabulary.

- 2 Students will compare and contrast one political, social, economic or historical aspect of a Hispanic culture with that of another culture through an oral presentation or discussion.
- 3 Students will read a literary text in Spanish and will analyze it in terms of theme, characters, setting and style.

### Course Objectives

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

- 1 Distinguish and use formal and informal registers in oral and written communication in Spanish.
- 2 Write persuasive, descriptive, and argumentative essays using MLA style.
- 3 Research, analyze, and discuss cultural and social issues relevant to Spanish-speaking communities.
- 4 Read text selections and a novel in Spanish and relate the content to knowledge of Hispanic cultures.
- 5 Examine, compare, and evaluate the contributions of Spanish-speaking communities locally and internationally.
- 6 Demonstrate critical thinking in written and oral communication in Spanish.
- 7 Identify and avoid the use of false cognates of English in formal written communication in Spanish.

### Course Content

#### Lecture/Course Content

1. Culture
  - a. Film and videos in Spanish such as:
    - i. Volver (Spain, 2006)
    - ii. Camila (Argentina, 1984)
    - iii. Roma (Mexico, 2018)
    - iv. Youtube videos
  - b. Authentic texts in a variety of genres
    - i. Blogs
    - ii. Testimonials
    - iii. Poetry and drama
  - c. Hispanic cultures
    - i. Environmental issues in Latin America and Spain
    - ii. Art and identity
    - iii. Political and economic crises in Latin America
    - iv. Gender equality
2. Register
  - a. Idiomatic expressions
  - b. Formal and informal
  - c. Standard vs. non-standard
3. Grammar
  - a. Compound verbal tenses in indicative and subjunctive modes
  - b. Conditional clauses
  - c. Relative pronouns
4. Lexicon
  - a. Transitional words
  - b. Prefixes and suffixes
  - c. Inference of meaning through context
  - d. Cognates and false cognates
5. Speaking
  - a. Conversation
  - b. Phonology
  - c. Pronunciation
6. Spelling
  - a. Rules of accentuation
  - b. Homophones
  - c. Commonly misspelled words
7. Writing
  - a. Discussion of plagiarism
  - b. Citing sources

- c. Pre-writing, writing and post-writing activities
- d. Editing techniques
- 8. Reading
  - a. Articles on current events and opinion pieces
  - b. Short stories, essays and poems
  - c. A novel

#### 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  
Problem-solving exams  
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. Following an instructor lecture on conditional sentences, students will produce hypothetical scenarios about their personal or professional future.
2. Instructor will create low-stakes online quizzes for students to practice vocabulary and syntax.
3. Following a PowerPoint presentation by the instructor on a cultural topic, students will answer comprehension and interpretation questions.
4. Instructor will go over guidelines to conduct online research to be applied in a written report on a political, social, economic or historical aspect of Hispanic cultures.
5. Instructor will teach how to write a cohesive 5-paragraph persuasive essay and ask students to apply these techniques in their writing.

## Representative Course Assignments

### Writing Assignments

1. Students will write descriptive, argumentative and persuasive essays citing primary sources using MLA style.
2. Students will complete written assignments to practice grammar and lexicon, and discuss topics related to Spanish-speaking cultures.
3. After watching a video or TED talk, students will write discussion questions to participate in a class discussion.
4. Students will write online discussion entries and respond to their classmates.
5. Students will write a paper on a conference, play or movie they have attended.

### Critical Thinking Assignments

1. Students will prepare an oral presentation or discussion to compare social and cultural aspects of Hispanic communities and communities in the USA.
2. After reading a traditional fairy tale of their choosing, students will write a revised version that will take into account contemporary values and challenge racial and gender stereotypes.
3. Students will research job offers in their community and select two that match their academic preparation and language skills. They will provide two reasons why bilingualism is an asset in the professional market.
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, the raising of the minimum wage, and come up with pros and cons.

### Reading Assignments

1. Students will read text selections such as essays, poems, short stories and a novel in Spanish.
2. Students will read newspaper articles and opinion pieces on Spanish-speaking cultures.
3. Students will read blogs, social media posts, job announcements and advertisements in Spanish.
4. Students will read discussion posts written by their classmates and respond to them.

## Outside Assignments

### Representative Outside Assignments

1. Students will read and prepare text selections such as essays, biographies, poems and short stories in Spanish.
2. Students will prepare material for one individual or group oral presentation.
3. Students will listen to a TED talk on a topic related to Spanish-speaking cultures and prepare questions for classroom discussions.
4. Students will read a novel in Spanish and write comprehension and interpretation questions, and a report.
5. Students will watch a film or attend a performance and write a report about it.
6. Students will write descriptive, persuasive, and argumentative essays.
7. Students will complete online quizzes and assignments.

## Articulation

### C-ID Descriptor Number

SPAN 230

### Status

Aligned

### Comparable Courses within the VCCCD

SPAN V04S - Spanish Heritage Language II

SPAN R230H - Honors: Spanish for Heritage Speakers II

**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 en contexto, 2nd edition*. Wiley, 2017.

**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 and 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.
<b>Hybrid (51%–99% online) Modality:</b>	
<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.
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.
<b>100% online Modality:</b>	
<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.
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.

## Examinations

### Hybrid (1%–50% online) Modality

Online  
On campus

### Hybrid (51%–99% online) Modality

Online  
On campus

## Primary Minimum Qualification

FOREIGN LANGUAGES

## Review and Approval Dates

### Department Chair

MM/DD/YYYY

### Dean

MM/DD/YYYY

### 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

### Control Number

CCC000622140

### DOE/accreditation approval date

MM/DD/YYYY