

SPAN R230H: HONORS: SPANISH FOR HERITAGE SPEAKERS II

Originator

ptrujillo

College

Oxnard College

Discipline (CB01A)

SPAN - Spanish

Course Number (CB01B)

R230H

Course Title (CB02)

Honors: Spanish for Heritage Speakers II

Banner/Short Title

Honors: Spanish Heritage 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. 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 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.
- 4 (Honors) Students will collect and record data for an individual research project on a topic affecting the local Spanish-speaking community.

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.
- 8 (Honors) Interview two local Spanish-speaking professionals in their field of studies and report their findings.
- 9 (Honors) Design an individual research project on a topic related to the local Spanish-speaking community.

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.
6. (Honors) Students will write bi-weekly response journals documenting their research project on two local professional in their field of study, or another topic related to the local Spanish-speaking community.
7. (Honors) Students will write an additional 4 to 6-page analytical essay on one of the literary works selected for this course in consultation with the instructor.

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.
6. (Honors) In consultation with the instructor, student will design a research project that requires them to interview two local Spanish-speaking professionals in their field of studies, or another topic related to the local Spanish-speaking community, and write an essay of 4 to 6 pages analyzing their findings.

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.
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. gender (in)equality in the Hispanic community, cultural encounters, the influence of Hispanic in US economy and/or politics, etc.). This work must be at least 150 pages in length.

Other assignments (if applicable)

(Honors) Students will have 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.
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.
8. (Honors) Students will read an additional literary work of at least 150 pages.
9. (Honors) Students will write an additional 4-6 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 230

Status

Aligned

Comparable Courses within the VCCCD

SPAN V04S - Spanish Heritage Language II

SPAN R230 - 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

DescriptionPotowski, Kim. *Conversaciones escritas: Lectura y redacción en contexto, 2nd edition*. Wiley, 2017.**Resource Type**

Textbook

Classic Textbook

No

DescriptionPérez-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.

Hybrid (51%–99% 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.
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Telephone	Instructor will communicate with a student via phone or voicemail to explain assignments, clarify doubts, or discuss overall class progress.

100% 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.
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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

CCC000622141

DOE/accreditation approval date

MM/DD/YYYY