

SPAN 25A: ADVANCED COMPOSITION & READING I

Foothill College Course Outline of Record

Heading	Value
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Prerequisite:	SPAN 6.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU/UC
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Demonstrates a developed ability to write with some precision and in some detail about a wide range of literary and non-literary topics.
- Demonstrates a developed ability to edit and criticize literary, non-literary and peer-written texts.

Description

Extensive reading and analysis of original Spanish literary and non-literary sources from Spanish speaking countries and the Hispanic communities in the United States such as newspapers, reports, films and music. Intensive discussion and writing based on these readings to promote a critical appreciation of Hispanic culture, society and history. Understanding of the use of advanced grammar in writing communication. Instruction in Spanish.

Course Objectives

The student will be able to:

- discuss and analyze literature (fiction, non-fiction, poetry) of Spanish-speaking countries
- discuss and extrapolate social, cultural and historical issues from the reading material that provide a better understanding of the Hispanic world and its peoples
- analyze and criticize these literary works in written reports with an understanding of the cultural and historical contexts in which they were written
- discuss and analyze current events, issues and historical developments in the Spanish-speaking world and the United States
- analyze and compare the student's personal values, experiences and point of view to those of Spanish-speaking peoples and cultures
- write compositions that show grammatical refinement in vocabulary, tenses and syntax as well as an understanding of current issues in Hispanic society
- write routine social correspondence, cohesive summaries, resumes and descriptions
- proofread for errors in language and mechanics to be understood by native speakers not accustomed to speaking to foreigners

Course Content

A. Discuss and analyze literature (fiction, non-fiction, poetry) of Spanish-speaking countries, for example:

- Fiction:
 - Gabriel García Márquez: La siesta del martes, Un día de estos
 - Isabel Allende: Segmento La casa de los espíritus
 - Laura Esquivel: Como agua para chocolate
 - Jorge Luis Borges: La casa de Asterión del Aleph
 - Juan Ramón Jiménez: Platero y yo
 - Elena Poniatowska: Las lavanderas

2. Non Fiction:

- Carlos Fuentes: La Familia
- Carmen Laforet: Nada
- Mario Vargas Llosa: La ciudad y los perros
- Reinaldo Arenas: Con los ojos cerrados
- Zoé Valdés: La dificultad de ser artista y cubano
- Jorge Luis Borges: Borges y yo

3. Poetry:

- Sor Juana Inés de la Cruz: Hombres necios; Este que ves, engaño colorido
- Gustavo Adolfo Bécquer: Rimas
- Pablo Neruda: Yo acuso
- Emilia Pardo Bazán: Las medias rojas

B. Discuss and extrapolate social, cultural and historical issues from the reading material that provide a better understanding of the Hispanic world and its peoples, such as:

- Elena Poniatowska: Discurso Ceremonia de entrega Premio Cervantes
- Pablo Neruda: Yo acuso
- Emilia Pardo Bazán: Las medias rojas
- Jordi Pérez Colomé: Señor Rajoy, déjeme escribirle sus discursos

C. Analyze and criticize these literary works in written reports with an understanding of the cultural and historical contexts in which they were written

1. Answer content questions and give opinions about the readings in class

D. Discuss and analyze current events, issues and historical developments in the Spanish-speaking world and the United States

- Give opinions about non-literary sources (films, newspapers, magazines, news reports, etc.) in written reports
- Paraphrase or summarize current events and issues in the Spanish-speaking world and the United States
- Discern unknown vocabulary from context

E. Analyze and compare the student's personal values, experiences and point of view to those of Spanish-speaking peoples and cultures

- Write summaries of personal experiences in all time frames
- Read and write about Hispanic immigrants in the United States like those in Francisco Jiménez's Cajas de cartón
- Evaluate and discuss the attitudes in Spain and in the United States toward Hispanic immigrants related to linguistic, cultural and sociopolitical issues in news articles, such as in: <http://voces.huffingtonpost.com/news/inmigracion/>

F. Write compositions that show grammatical refinement in vocabulary, tenses and syntax as well as an understanding of current issues in Hispanic society

1. Demonstrate an understanding of complex and idiomatic grammatical structures and their practical uses in written communication, such as:

- The use of the indicative mood
- Present and past subjunctive
- The subjunctive mood in noun, adverbial and adjectival clauses
- The conditional, conditional perfect, and "if" clauses

G. Write routine social correspondence, cohesive summaries, resumes and descriptions

1. Write letters to family, friends and letters to the newspapers

H. Proofread for errors in language and mechanics to be understood by native speakers not accustomed to speaking to foreigners

1. Edit the student's own essays and those of their peers

Lab Content

Not applicable.

Special Facilities and/or Equipment

A. When taught on campus, no special facility or equipment needed

B. When taught as a fully online course, the faculty shall employ one or more of the following methods of regular, timely, and effective student/faculty contact:

1. Private messages within the Course Management System

2. Personal email outside of the Course Management System

3. Telephone contact weekly announcements in the Course Management System

4. Chat room within the Course Management System

5. Timely feedback and return of student work (tasks, tests, surveys, and discussions) in the Course Management System by methods clarified in the syllabus

6. Discussion forums with appropriate facilitation and/or substantive instructor participation

7. Group or individual meetings

Method(s) of Evaluation

A. Compositions

B. Written examinations and quizzes

C. Discussion and oral participation

D. Daily preparation

E. Midterm

F. Final examination

Method(s) of Instruction

A. Lecture and visual aids

B. Discussion of assigned reading

C. Exploration of Internet sites

D. Quiz and examination review performed in class

E. Homework and extended projects

F. Collaborative learning and small group exercises

Representative Text(s) and Other Materials

Ayllón, Cándido, Paul Smith, and Antonio Morillo. Spanish Composition Through Literature. 6th ed. Englewood Cliffs, NJ: Prentice Hall, 2011.

Bleichmar and Paula Cañón. Taller de Escritores. Grammar Composition for Advanced Spanish. 2nd ed. Boston, MA: Vistas Higher Learning, 2016.

Finneman, Michel D. and Lynn Carbon. De lector a escritor. 2nd ed. Boston, MA: Heinle and Heinle, 2001.

Gonzalez, Trinidad. Composicion Practica. 2nd ed. New York, NY: John Wiley and Sons, 2001.

Iglesias Casal, Isabel and Maria Prieto Grande. A toda pagina! Madrid: Edinumen, 1998.

Jarvis, Labredo, and Mena-Ayllon. Aventuras literarias. Boston: Houghton-Mifflin, 1999.

Menendez Faith, Teresa. Panoramas literarios: America Hispana. Boston: Houghton Mifflin, 1998.

Panoramas literarios: Espana. Boston: Houghton Mifflin, 1998.

The instructor may choose another appropriate level literary text.

When taught via Foothill Global Access: supplemental lectures, handouts, tests, assignments and class discussions delivered via Etudes, such as:

Media and Communication in Latin America: <http://lanic.utexas.edu/subject/media>

Mass media directory of the Spanish-speaking world: <https://www.bowdoin.edu/~eyepes/newgr/ats/>

Sitio de la Real Academica de la Lengua: <http://www.hispanicus.com/drie/> - the "Real Academia de la Lengua" dictionary of regional and dialectal variations. Links to various articles, essays, conferences and other events dedicated to the Spanish language

Instituto Cervantes: <http://cvc.cervantes.es/portada.htm> - Official page of the Instituto Cervantes, dedicated to the knowledge and diffusion of Spanish in the world. It contains literary readings, reviews, grammatical exercises, Spanish-related news, educational forums, etc.

Ministerio de Educación y Ciencia: <http://roble.pntic.mec.es/%7Emsanto1/ortografia> - page dedicated to spelling and accent rules, specially focused on common spelling errors

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

A. Reading Assignments: Weekly reading assignments from text and outside sources.

B. Writing Assignments: Write a total of at least 5000 words; a minimum of five compositions (four out-of-class and one in-class), the shortest of which will be 500 words.

Discipline(s)

Foreign Languages