

# SPAN 25A: ADVANCED COMPOSITION & READING I

## Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
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

- 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
  - 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
    - José Martí: Nuestra América
  - 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
- 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
- Analyze and criticize these literary works in written reports with an understanding of the cultural and historical contexts in which they were written
  - Answer content questions and give opinions about the readings in class
- 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
- 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
- Write compositions that show grammatical refinement in vocabulary, tenses and syntax as well as an understanding of current issues in Hispanic society

- i. Demonstrate an understanding of complex and idiomatic grammatical structures and their practical uses in written communication, such as:
  1. The use of the indicative mood
  2. Present and past subjunctive
  3. The subjunctive mood in noun, adverbial and adjectival clauses
  4. The conditional, conditional perfect, and "if" clauses
- g. Write routine social correspondence, cohesive summaries, resumes and descriptions
  - i. 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
  - i. Edit the student's own essays and those of their peers

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. When taught on campus, no special facility or equipment needed.
2. When taught as a fully online course, access to computer, internet, and email.

## Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Compositions  
 Written examinations and quizzes  
 Discussion and oral participation  
 Daily preparation  
 Midterm  
 Final examination

## Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture and visual aids  
 Discussion of assigned reading  
 Exploration of internet sites  
 Quiz and examination review performed in class  
 Homework and extended projects  
 Collaborative learning and small group exercises

## Representative Text(s) and Other Materials

Ayllón, Cándido. Spanish Composition through Literature, 6th ed.. 2011.

Bleichmar, Guillermo, and Paula Cañón. Taller de Escritores: Grammar Composition for Advanced Spanish, 2nd ed.. 2016.

Although these texts are older than the suggested "5 years or newer" standard, they remain relevant in this area of study.

When taught via Foothill Global Access: supplemental lectures, handouts, tests, assignments and class discussions delivered via Canvas, 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/>

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/~msanto1/ortografia/> - dedicated to spelling and accent rules, especially focused on common spelling errors

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

- a. Weekly reading assignments from text and outside sources.
- b. 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