



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Spanish 5
Descriptive Title: Advanced Spanish I
Course Disciplines: Foreign Languages
Division: Humanities

Catalog Description:

This advanced course, taught within the context of the culture of the Spanish-speaking world, is a survey of literature originally written in Spanish. Students read, summarize, and analyze the works of representative writers of the Spanish-speaking world to acquire fluency in the language. Written Spanish, with an emphasis on vocabulary building and functional grammar, is also included.

Conditions of Enrollment:

Prerequisite: Spanish 4 with a minimum grade of C or equivalent

Course Length: X Full Term Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week TBA
Hours Laboratory: 0 hours per week TBA
Course Units: 3.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X **Effective Date:** Prior to July 1992
Transfer UC: X **Effective Date:** Prior to July 1992

General Education:

El Camino College:

3 – Humanities

Term: Other:

CSU GE:

C2 - Humanities

Term: Other: Approved

IGETC:

6A - Languages other than English (UC Requirement Only)

Term: Fall 1991 Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Upon completion of the Spanish 5, successful students will write a 2-3 page creative, analytical paper in Spanish on a literary work written in Spanish and studied in class.
2. Upon completion of the Spanish 5, successful students will compose an organized paper in Spanish with an introduction, at least 3 related paragraphs, and a conclusion.
3. Upon completion of the Spanish 5, successful students will use simple yet correct Spanish language acquired in levels 1-4.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify the essential points of a lecture, narrative, or explanation about literature delivered at a moderate conversational speed in Spanish.
 - Class Performance
2. Summarize literature produced in Spanish, including novels, stories, and poetry written at an advanced level.
 - Essay exams
3. Select themes in works of the Spanish-speaking world.
 - Quizzes
4. In Spanish, discuss general themes important to the literature of the Spanish-speaking world.
 - Essay exams
5. Analyze and evaluate literature of the Spanish-speaking world and assess it within its appropriate literary position based on structure, language, theme, and/or literary philosophy.
 - Term or other papers
6. Compose summaries and essays about Spanish-language literary themes.
 - Essay exams
7. Compare and contrast literary works of Spanish-language authors with those of other authors.
 - Term or other papers

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	11	I	Literature from Spain A. Historical and sociocultural context B. Representative literary genres C. Representative authors D. Analytical tools E. Grammar review
Lecture	11	II	Literature from Mexico and the American Southwest A. Historical and sociocultural context B. Representative literary genres C. Representative authors D. Analytical tools E. Grammar review
Lecture	9	III	Literature from Central America A. Historical and sociocultural context B. Representative literary genres C. Representative authors D. Analytical tools E. Grammar review
Lecture	9	IV	Literature from the Caribbean A. Historical and sociocultural context B. Representative literary genres C. Representative authors D. Analytical tools E. Grammar review
Lecture	9	V	Literature from South America A. Historical and sociocultural context B. Representative literary genres C. Representative authors D. Analytical tools E. Grammar review
Lecture	5	VI	Term Paper Preparation and Writing A. Types of Essays B. The thesis C. Supporting arguments and details D. The term paper (literary analysis), first draft E. The term paper (literary analysis), final draft
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Address the following topic in a complete paragraph: compare and contrast what literature is supposed to accomplish, according to the authors studied. What is good literature? What is the goal of literature? In your analysis, give at least three definitions of “good literature” according to three different authors (that is, discuss three readings).

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Select a short story in which the author has mixed fiction and reality. In a 5-paragraph paper written in Spanish, discuss how the author merges fiction with reality, and explain how the author accomplished this technique.
2. In a 5-paragraph paper written in Spanish, compare and contrast the protagonist and the antagonist in one of the stories you have read in a short story.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Reading reports
Written homework
Class Performance
Term or other papers
Multiple Choice
Completion
Matching Items
True/False

V. INSTRUCTIONAL METHODS

Discussion
Group Activities
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Skill practice
Required reading
Written work
Journal

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Crow, Holt, Reinhart, Winston. El cuento hispánico. -, 2011. Discipline Standard
 Anonymous (adopted by Andrade),. Lazarillo de Tormes. National Textbook, 1992. Discipline Standard

Anonymous. El burlador de Sevilla. National Textbook, 1995. Discipline Standard

Carlos Fuentes. La muerte de Artemio Cruz. Penguin, 2011. Discipline Standard

Miguel Angel Asturias. El Señor Presidente. Catedra, 2010. Discipline Standard

Kepner Clement. Sueños de la Hispaniola. AuthorHouse, 2011. Discipline Standard

Nezahualcoyotl (poems recorded by Juan Bautista de Pomar)

Fifteen Poets of the Aztec World (Quince Poetas del mundo Náhuatl) translated from Náhuatl to Spanish and English by León-Portilla, Miguel (published in English in 1992). Fifteen Poets of the Aztec World. Norman: University of Oklahoma. Discipline Standard

Segunda Carta de Cortés (Letters of Cortés, second letter) in Hernando Cortés' Five Letters (1519-1526) by Fernando Cortés. Translated by Morris, Bayard J. (1962) The Norton Library New York. Discipline Standard

Respuesta a Sor Filotea ("The Reply to Sor Philothea") (1988 version) by Sor Juana Inés de la Cruz. In A Sor Juana Anthology. Translation by Alan Trueblood. Cambridge: Harvard University Press. Discipline Standard

El Periquillo Sarniento (The Mangy Parrot) (1816) by José Joaquín Fernández de Lizardi. Translation by Nancy Vogeley. Copyright 2004 by Hackett Publishing Company. Discipline Standard

Los de Abajo (The Underdogs) by Mariano Azuela. (1915) Translation by Sergio Waisman (2008) Penguin Books. Discipline Standard

The Selected Poems by Rosario Castellanos. (1988) Edited by Cecilia Vicuña. Bilingual Review Press. Hispanic Research Center. Arizona State University. Discipline Standard

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Prerequisite Spanish-4 or	Sequential
Non-Course Prerequisite	Justification: The prerequisite for this course is Spanish 4. However, students may have gained language skills outside the college classroom that fulfill the prerequisite. Spanish 5 is a course demanding Spanish vocabulary, sentence structure, and conversation in context at an advanced level, and students who have not taken Spanish 4, or do not have the equivalent skills gained outside the college classroom, are highly unlikely to succeed.

B. Requisite Skills

Requisite Skills
The student must be able to compose essays in Spanish about course readings. SPAN 4 - Compose essays in Spanish.
The student must be able to analyze Spanish and/or Spanish-American cultural nuances. SPAN 4 - Analyze representative features of the Spanish and/or Spanish-American culture and compare and contrast them with other cultures.
The student must be able to use the Spanish language to discuss and write about course readings. SPAN 4 - Use intermediate-level written Spanish to discuss readings in Spanish language magazines, journals, and newspapers.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Louis A. Mays on 05/01/1974.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 11/18/2019

Last Reviewed and/or Revised by: Argelia Andrade

Date: 9/23/2019