

## **COURSE OUTLINE** **Spanish Readings**

### **Course Description:**

FL 202. Spanish Readings. 3 hours credit. Prerequisite: FL 105 (Introduction to Spanish 1), FL 106 (Introduction to Spanish 2), and FL 108 (Beginning Spanish 2); or FL 107 (Beginning Spanish 1) and FL 108 (Beginning Spanish 2); or four years of high school Spanish or approval of the instructor. Spanish Readings is an introduction for intermediate-level college or Heritage language speakers to literature of the Hispanic world. The readings may include selections from the following genre: short story, poetry, mini-drama/theater, and an excerpt from a novel. Additional reading selections may be taken from: signs, pamphlets, newspapers, magazines, menus, instructions, schedules, a legend, etc. This course will enable the student to read primarily for a general understanding of the plot or main ideas and the themes. Along with learning literary terminology, the student will investigate cultural/historical themes presented in the work. The student will also participate in target-language discussion before and after reading.

**Course Relevance:** Studying literature of the Spanish-speaking world provides students the opportunity to explore the way native speakers record their thoughts, their actions, and their feelings in situations ranging from routine life to profound expression. The selection of materials will help students appreciate the cultural diversity of particular communities.

### **Required Materials:**

Blanco, J., et. al., *Ventanas: Lecturas and accompanying manuals*. (2nd ed.). Boston, MA: Vista Higher Learning

### **Learning Outcomes:**

The intention is for the student to be able to:

- Communicate competently in a language other than English
- Demonstrate a knowledge and understanding of target language cultures
- Develop reading proficiency in the target language
- Make connections between the readings' themes and other disciplines or life circumstances.

### **Learning PACT**

**Through the student involvement in this course, the student will develop and document his/her achievement of the following PACT skills:**

Primary skills (developed and documented – in the target language):

1. Reading
  - Through reading information from the literary texts.
2. Writing

- Through writing observations regarding the literary readings and their themes.

Secondary skills (developed but not documented):

Valuing diversity  
 Speaking  
 Listening  
 Problem Solving  
 Critical Thinking  
 Self concept  
 Time management  
 Effective relationships  
 Effective citizenship  
 Nonverbal communication  
 Internet use

**Assessment Tasks:**

These learning outcomes and primary Learning PACT skills will be demonstrated by:

1. Reading aloud a student-chosen literary sample in the target language.
2. Writing a short essay of 150—250 words on a departmentally selected theme encountered in the readings.

**Course Content:**

- I. Themes—Key recurring concepts that run throughout this course:
  - A. Vocabulary areas
  - B. Grammatical structures
  - C. Culture
  - D. Communication
- II. Issues—Key issues that will be addressed in this course: (areas of conflict that must be understood in order to achieve the intended outcome):
  - A. Literacy skills
  - B. Cultural differences depicted in the readings and between the author and reader
  - C. Demographic diversity of students and the authors of the literary passages
  - D. Over dependence on one’s native culture and cultural connotations
- III. Concepts—that must be understood to address the issues:
  - A. Comprehension of syntax and meaning of the target language in literary implications
  - B. Understanding of one’s own language and culture, including cultural connotations as they compare to the reading selections
  - C. Appealing to diverse learning styles, cultural practices, or traditions
  - D. Egocentrism as natural but ineffective
- IV. Skills/Competencies—Actions that are essential to achieve the course outcomes:
  - A. Reading Activities: Pre-Reading, Reading, and Post-Reading activities that address the main concepts found in the literary texts
  - B. Oral Discussions: discussions about reading strategies, in general, and cultural themes found in the passages

- C. Cultural Understanding: Topics relating to the readings and relevant to the understanding of the readers' own culture and the target language culture
- D. Comparative and Contrastive Analysis: Activities that explore and promote the positive aspects of literature, various cultural practices, and relevant life experiences

**Learning Units:** (Taken or adapted from the KISS-FL Standards)

Benchmark 1.1

- I. Create Detailed Oral Descriptions Within a Context
- II. Express Individual Perspectives and Defend Opinions
- III. Collaborate to Develop Solutions to Problems
- IV. Initiate, Sustain and Conclude Conversations on a Wide Variety of Topics
- V. Ask and Respond to Open-Ended Questions

Benchmark 1.2

- I. Analyze Information Based on Complex Oral or Written Descriptors
- II. Interpret and Analyze Cause and Effect, Relationships, and Sequences in Authentic Materials
- III. Respond to Speech of Native Speakers Directed to Other Native Speakers
- IV. Apply a Variety of Strategies to Derive Meaning and Detail From Unfamiliar Passages
- V. Respond Appropriately to Mood and Implied Meaning (i.e. Sarcasm, Humor, and Irony in Written Communication)

Benchmark 1.3

- I. Give a Description Orally or in Writing Using Extensive Detail
- II. Compose a Written Product to Convey a Mood, Implied Meaning or Abstract Idea
- III. Create an Analysis of Authentic Media or Literary Passages and Present to an Audience

Benchmark 2.1

- I. Analyze the Development of Different Cultural Practices
- II. Critique Common Behaviors of the Target Language Cultures With a Minimum of Cultural Bias
- III. Interpret the Cultural Connotations of Common Words, Phrases, and Idioms

Benchmark 2.2

- I. Examine the Relationship Between Cultural Perspectives and Products
- II. Describe the Target Language Cultures Through Their Visual Arts, Literature, Architecture, and Music in the Target Language
- III. Analyze Relationships of Diverse Groups Within the Dominant Target Language Culture
- IV. Analyze the Cultural Significance of Objects, Images, and Symbols of the Target Language Culture

Benchmark 3.1

- I. Synthesize Information and Gain Further Understanding of Literature
- II. Synthesize Information and Gain Further Understanding of Social Studies
- III. Synthesize Information and Gain Further Understanding of Music

Benchmark 3.2

- I. Research and Synthesize Information From Sources Intended for Native

## Speakers of the Language

### Benchmark 4.1

- I. Compare the Dialectical Differences of the Selected Literature

### Benchmark 4.2

- I. Research, Analyze and Compare Cultural Perspectives as Reflected in a Variety of Genres

### Benchmark 5.1

- I. Analyze the Role of the United States of America in the World Arena as Viewed by Other Cultures Using Authentic Sources

### Benchmark 5.2

- I. Engage in a Leisure Reading Activity of the Target Culture

### **Learning Activities:**

Learning activities will engage the student in the whole process of communication. Lecture, discussion, worksheets, small group projects, readings, viewing of various types of multimedia, in-class and out-of-class speakers or cultural events, student participation, conversation practice, paired activities in the target language, quizzes, student writings, and tests prepare the student to be equipped to successfully complete the major assessment tasks.

### **Grade Determination:**

The student will be graded on satisfactory completion of major assessment tasks, various other graded learning activities, attendance, and adequate participation (discussion).