

<b>DEREE COLLEGE SYLLABUS FOR:</b> <b>SN 3310 SPAIN AND LATIN AMERICA TODAY</b> (Updated Spring 2016)		<b>3/0/3</b>
<b>PREREQUISITES:</b>	SN 1001 Spanish I SN 1101 Spanish II SN 2202 Spanish III <b>or</b> equivalent	
<b>CATALOG DESCRIPTION:</b>	Aspects of Spanish and Latin American culture, geography, history, social evolution, literature and the arts; reading and discussion in Spanish. (CEFR B1)	
<b>RATIONALE:</b>	<p>In order to speak and use a foreign language properly it is essential to be familiar with the cultural background from which it emerges and in which it is being used.</p> <p>This course emphasizes main aspects of Spanish and Latin-American culture, social context, literature and the arts. It is a sequence to the three basic language acquisition courses and concentrates on area studies.</p>	
<b>LEARNING OUTCOMES:</b>	<p>As a result of taking this course, a student will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of main aspects of Spanish and Latin American culture and social contexts.</li> <li>2. Show the variety of Spanish regions and cities and Latin American countries.</li> <li>3. Demonstrate understanding of selected sequences of films and broadcast programs</li> <li>4. Demonstrate understanding of selected short simple articles, short narratives and short poems</li> <li>5. Compose short, linear connected texts on a range of topics related to Spanish and Latin-American culture.</li> </ol>	
<b>METHODS OF TEACHING AND LEARNING :</b>	<p>In congruence with the teaching and learning strategy of the college, the following tools are used:          Classes encompass all four skills of language learning (i.e. reading and writing, listening and speaking).          Work in class concentrates on oral communication in Spanish, reading and writing assignments are done mostly as homework.          Extensive Partner and group work reinforce the communicative aspect.          Classes consist of interactive learning and the instructor is a guide, a source of information, and a facilitator in the learning process and during the class activities.          Students collaborate mainly in groups of two or three</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>- class work, interactive learning, group work,</li> <li>- reading activities, text analysis and discussion in class and/or in groups,</li> </ul>	

	<ul style="list-style-type: none"> <li>- exposure to audiovisual material and written materials in and/or outside class,</li> <li>- listening activities with audio/video inputs (in and out of class),</li> <li>- conversation and discussion in class,</li> <li>- online activity through Blackboard and Web materials,</li> <li>- role plays imitating real life situations,</li> <li>- presentations of Spanish and Latin American socio-cultural aspects,</li> <li>- brief research projects about different aspects of Spanish and Latin American culture that most interest students,</li> <li>- teacher's advice, feedback and interaction with students in office hours and electronically.</li> </ul>														
<p><b>ASSESSMENT:</b></p>	<p><b>Summative</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 80%;"><b>Portfolio</b></td> <td style="text-align: right;"><b>20%</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Assignments /Short Projects</li> </ul> </td> <td></td> </tr> <tr> <td><b>In-class participation</b></td> <td style="text-align: right;"><b>5%</b></td> </tr> <tr> <td><b>Midterm exam</b></td> <td style="text-align: right;"><b>15%</b></td> </tr> <tr> <td><b>Written project on a topic related to the target culture</b></td> <td style="text-align: right;"><b>15%</b></td> </tr> <tr> <td><b>Final exam</b></td> <td style="text-align: right;"><b>45%</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• written exam (30%)</li> <li>• oral exam (15%)</li> </ul> </td> <td></td> </tr> </table> <hr/> <p><b>Formative coursework</b> <span style="float: right;"><b>0%</b></span></p> <hr/> <p>The formative coursework prepares students for successful completion of the summative coursework.</p> <p>The portfolio tests learning outcomes 2.  The class participations tests learning outcomes 4, 5.  The Midterm exam tests learning outcomes 1, 3  The final written examination tests learning outcomes 6  The final oral exam tests learning outcome 3.</p> <p><b>Spanish Language Portfolio</b> includes written assignments such as descriptions, short narrations, biographies of famous people, interviews, resumes, short film/book reviews, songs and projects on topics related to Spanish and Latin-American culture, online activities and Blackboard activities.</p>	<b>Portfolio</b>	<b>20%</b>	<ul style="list-style-type: none"> <li>• Assignments /Short Projects</li> </ul>		<b>In-class participation</b>	<b>5%</b>	<b>Midterm exam</b>	<b>15%</b>	<b>Written project on a topic related to the target culture</b>	<b>15%</b>	<b>Final exam</b>	<b>45%</b>	<ul style="list-style-type: none"> <li>• written exam (30%)</li> <li>• oral exam (15%)</li> </ul>	
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<p><b>INDICATIVE READING :</b></p>	<p><b>REQUIRED READING:</b></p> <p>Authors: <b>Cristina Alegre, Leonor Quarello</b>  Title: <i>“De viaje por el mundo hispano”</i>  Publisher:: Cideb Editrice  Year: 2011  ISBN: 978-88-530-1122-0</p> <p><b>RECOMMENDED READING:</b></p> <p>Author: Alberto Ribas Casasayas  Title: <i>“Descubrir España y Latinoamérica”</i>  Publisher: Cideb Editrice, Génova New edition,  Year: 2008  ISBN: 978-88-530-0855-8</p> <p>Title: <b>Mundo 21.</b>  Author: Samaniego, F.A., Alacròn, F.X., Rojas, N., Gorman, S.E.  Publisher: Health Company, Lexington, Massachusetts,  Year: 1995  Magazine, <b>Americas</b>, General Secretariat Organization of American States (in the library)</p>
<p><b>INDICATIVE MATERIAL</b></p>	<p><b>REQUIRED MATERIAL:</b></p> <p>none</p> <p><b>RECOMMENDED MATERIAL:</b></p> <p>Reading and training series (Leer y aprender)  Publisher: Cideb Editrice  Titles</p> <ol style="list-style-type: none"> <li>1. “Carmen” Prosper Merimée</li> <li>2. “Don Quijote de la Mancha” Miguel de Cervantes</li> <li>3. “La Celestina” Fernando de Rojas</li> <li>4. “Cuentos fantásticos” Rubén Darío, Leopoldo Lugones, Horacio Quiroga</li> </ol>
<p><b>COMMUNICATION REQUIREMENTS:</b></p>	<p>Verbal presentation skills, written assignments and project Word and/or PowerPoint.</p>
<p><b>SOFTWARE REQUIREMENTS:</b></p>	<p>Word and Power Point</p>
<p><b>WWW RESOURCES:</b></p>	<p><a href="http://www.educacion.es/exterior/uk/es/tecla/tecla.shtml">http://www.educacion.es/exterior/uk/es/tecla/tecla.shtml</a>  On line magazine  <a href="http://www.ideal.es/">http://www.ideal.es/</a> Last news  <a href="http://www.colby.edu/~bknelson">http://www.colby.edu/~bknelson</a> Culture and grammar</p>

	<p><a href="http://www.red2000.com/spain/1t-map.html">http://www.red2000.com/spain/1t-map.html</a> Spanish cities</p> <p><a href="http://tierra.free-people.net/paises/paises-america-latina-sur-espana.php">http://tierra.free-people.net/paises/paises-america-latina-sur-espana.php</a> Information about countries, people, literature, etc.</p> <p><a href="http://lanic.utexas.edu">http://lanic.utexas.edu</a> Information about countries, people, literature, etc.</p>	
<b>INDICATIVE CONTENT:</b>		
<b>Unit 1: Geography</b>	<ul style="list-style-type: none"> <li>• Spain: by the four sides</li> <li>• The autonomous communities</li> <li>• Central America: 8 small countries</li> <li>• South America “abanico geográfico”</li> </ul>	<p>Reading: “Cuentos de la selva” Horacio Quiroga</p> <p>DVD: Por los caminos de España</p>
<b>Unit 2: Cities and countries</b>	<ul style="list-style-type: none"> <li>• Madrid</li> <li>• Barcelona</li> <li>• Pamplona and Navarra</li> <li>• The north: cities and more</li> <li>• Andalucía</li> <li>• Córdoba and Granada</li> <li>• Valencia and Murcia</li> <li>• México</li> <li>• Costa Rica</li> <li>• Cuba and Dominican Republic</li> <li>• Buenos Aires and Argentina</li> <li>• Perú and Ecuador</li> <li>• Colombia and Venezuela</li> <li>• Chile and Bolivia</li> </ul>	<p>Reading: “Fuente Ovejuna” Lope de Vega</p> <p>DVD: Descubriendo Buenos Aires</p>

<b>Unit 3: History</b>	<ul style="list-style-type: none"> <li>• Discovery or conquest</li> <li>• A war and 40 years of dictatorship</li> <li>• Latin-America: democracy and development</li> </ul>	Reading: “Un día de estos” Gabriel García Márquez DVD: La huella inca en Perú
<b>Unit 4: Identity and economy</b>	<ul style="list-style-type: none"> <li>• Spanish economy</li> <li>• Latin American economic challenges</li> <li>• Immigration</li> <li>• The Spanish language in the world</li> <li>• Spain: a strong democracy</li> <li>• The Spanish Babel</li> <li>• Latin-American Institutions</li> </ul>	Reading: “Don Quijote de la Mancha” Miguel de Cervantes DVD: Sabor cubano
<b>Unit 5: Culture and art</b>	<ul style="list-style-type: none"> <li>• “Pinceladas españolas”</li> <li>• XX century’s painting</li> <li>• Spanish architecture</li> <li>• Theater tradition</li> <li>• Pre-Columbian art and Botero</li> <li>• Kahlo and Rivera</li> <li>• From the pagan to the religious</li> <li>• Fiestas</li> <li>• Gastronomy</li> <li>• Sport</li> <li>• Narrative for young people:</li> </ul>	Reading: “El conde Lucanor” Don Juan Manuel DVD: La fiesta de San Juan

	<p>Zafón and Montero</p> <ul style="list-style-type: none"> <li>• “Realismo mágico o real maravilloso”</li> </ul> <p>Márquez and Allende</p> <ul style="list-style-type: none"> <li>• Cinema</li> </ul>	
<b>Unit 6: Society today</b>	<ul style="list-style-type: none"> <li>• The education system</li> <li>• Music</li> <li>• Young people</li> <li>• Tebeo and Spanglish</li> <li>• Historic routes</li> <li>• Environment</li> <li>• Tourism</li> </ul>	<p>Reading: “Lazarillo de Tormes” Anónimo DVD: 100% puro cacao</p>