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## Cross Cultural Presentation on Latin American Artists [Modern Languages and Literatures]

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**ELS103: Intermediate Spanish I**  
**Cross Cultural Presentation on Latin American Artists**  
**Ernesto Menendez-Conde – Department of Education and Language Acquisition**

I have used this assignment in the last four semesters, in the ELS103 Intermediate Spanish I class. However, it was considerably revised during two Center for Teaching and Learning sponsored seminars at LaGuardia Community College: “Bringing Global Learning Competency into Your Class” and “The Pedagogy of the Digital Ability.” These seminars allowed me to have a better understanding about how to scrutinize contexts in order to bring into these high stakes assignments closer to the Global Learning Core Competency and the Digital Communication Ability. The “Bringing Global Learning Competency into Your Class” seminar in particular shaped my thinking about the design and content of this assignment, and how to take advantage of this competency in an Intermediate Modern Language class, in which, due to language constraints, students are not supposed to produce more abstract, or complex ways of thinking, both of which are more appropriate to more advanced levels of the language. But when preparing these assignments about Latin American artists of the 20<sup>th</sup> and 21<sup>th</sup> centuries, students have to research different historical contexts, and aesthetic ideas in a given historical moment. Talking about artists’ lives and work will give them an opportunity to learn about global issues. They will become more aware of themselves as global citizens, since most of these Latin American artists had to deal with global issues related to national identity, how to earn a living, traveling, surviving in a foreign cultural environment, and in mainstream, European or American hegemonic cultural centers. This assignment could help students understand how our lived experiences are not that different from others around the world and in different historical contexts.

This is an intermediate level Spanish class where, by the end of the semester, students should know how to use the main verb tenses in Spanish, as well as being able to describe things, such as the weather, people, and certain landscapes. Taking the “Bringing Global Learning Competency into Your Class,” convinced me that I can take advantage of the Global Learning Rubric and apply it to an intermediate level language class, as far as I could adapt it to the needs of the students. On the other hand, the “The Pedagogy of the Digital Ability” seminar showed me the possibilities of going beyond power point presentations, and asking students about using other digital media, such as audio or video recordings. The assignment, which is in Spanish (for non-Spanish speaking users, the version here is translated into English), focuses on digital literacy, builds on students’ existing skills such as preparing power point presentations and doing online research.\* The assignment might also help students to become familiar with topics that are developed in other, more advanced, levels of the Spanish language, where issues related to art and literature are frequently discussed. The oral presentations, seen as a whole, intend to render an overview of Latin American art.

Spanish Intermediate Level (ELS103) is a course for non-majors and beginners. Students come to class with different language skills. Some of them, who already took ELS101 and ELS102, have some grammar knowledge which they learned at these elementary levels, but they still have a poor, or basic vocabulary. Most of the students don’t usually take the elementary courses, and therefore they barely know the Spanish grammar taught in the ELS101 and ELS102 courses, but they can speak fluently in Spanish since many of them might be native speakers. On the other

hand, there are students who took ELS101 and ELS102, but they are not that fluent in their speaking skills, since they were exposed for the first time to the language in these elementary courses. By the end of the semester, students are supposed to know how to use verb tenses accurately, and they should be able provide descriptions of environments, people and landscapes, using appropriate vocabulary. In this power point presentation students will have the opportunity to practice these two skills.

I take advantage of the Global Learning and Digital Communication rubrics and apply them to the learning of a foreign language. I believe this way the rubrics could be embedded in a more productive manner in the learning of the language. But at the same time, since students are dealing with a foreign language, the Global Learning requirements will remain at a basic level, since the students are supposed to be at an intermediate level of the language. We are not expecting the student to produce complex ideas at this level.

Students will have two weeks to do the research for this assignment. They can use online sources. This is a high stakes assignment. It is 10% of the final grade. This assignment aims to achieve several goals. Students will practice oral communication skills, including the use of vocabulary expected on the ELS103 level, and the accurate use of grammar concepts learned in class, while having a better understanding of visual arts. They will also be exposed to Latin American culture and develop digital communication skills by working on a power point presentation, and providing an audio or video recording as part of the project. They will first view samples and then learn how to create their own visually appealing presentation. For instance, they will learn some basic principles about how to create a visually impressive presentation, such as considering the font size and creating contrast between the figure and the background.

Students will prepare a five-minute power point presentation on Latin American artists from the 20<sup>th</sup> and 21<sup>st</sup> centuries. The presentation will be in Spanish. Students must demonstrate correct use of verb tenses taught in class, and use appropriate vocabulary for Spanish Intermediate Level.

\*LaGuardia Community College faculty, who wish to use this assignment, should keep in mind that student artifacts based on this assignment can't be scored in Core Competency Benchmark Readings since the assignment is in Spanish. However, these artifacts can be analyzed in programmatic readings.

## **INSTRUCTIONS**

The professor will assign to each student the content of his/her presentation. Each student will present on one artist.

1. Choose an artist you know and compare him/her to the assigned artist.
2. Address the following topics:
  - a. Biographical highlights from the artist's life. Limit the highlights to most relevant events.
  - b. Identify the importance of the artist's work in a specific historical context. This

- should include the artist's participation in global contexts.
- c. Relate the artist's work to at least one specific issue in contemporary society.
  - d. Embed a video or an audio recording in which you discuss a specific artwork by the artist.
3. The Power Point Presentation must contain at least 5 slides
  4. You should not limit yourself to just reading the presentation.

#### ARTISTS TO BE USED IN INDIVIDUAL PRESENTATIONS

(The professor will add other artists depending on the classroom's needs.)

1. Diego Rivera (Mexico)
2. Frida Kahlo (Mexico)
3. Tarsila do Amaral (Brazil)
4. Emilio Pettoruti (Argentina)
5. Remedios Varo (Mexico)
6. Leonora Carrington (Mexico)
7. Joaquín Torres-García (Uruguay)
8. Wifredo Lam (Cuba)
9. Roberto Matta (Chile)
10. Rufino Tamayo (Mexico)
11. Amelia Peláez (Cuba)
12. José Luis Cuevas (Mexico)
13. Carlos Cruz-Diez (Venezuela)
14. Lygia Clark (Brazil)
15. Antonia Eiriz (Cuba)
16. Antonio Caro (Colombia)
17. Alejandro Otero (Venezuela)
18. Julio Le Parc (Argentina)
19. Ana Mendieta (Cuba-USA)
20. Cildo Meireles (Brazil)
21. Fernando Botero (Colombia)
22. Gabriel Orozco (Mexico)
23. José Bedia (Cuba)

#### **STUDENTS WILL BE GRADED ON:**

##### **1. USE OF THE SPANISH LANGUAGE. 60 POINTS.**

Students must use a range of course-learned vocabulary that allows them to accurately describe the artists and their artwork.

##### **2. GLOBAL LEARNING COMPETENCY. 20 POINTS.**

##### **3. DIGITAL LEARNING COMMUNICATION ABILITY. 20 POINTS.**

**GRADING RUBRIC for USE OF SPANISH LANGUAGE. 60 points.**

Use of Spanish language	A 60-40 points	B 40-20 points	C 20-10 points	D 10-0 points
<p><b>Use of verb tenses</b></p>	<p>Student must use verb tenses accurately in order to express a sequence of events that influenced an artist to produce a particular piece or a set of artwork (for instance, upon returning to Paris Diego Rivera decided to work on more socially engaged art, more related to class struggle and to national identity.) Particularly, they are expected to use correctly verbs in the Indicative Mood.</p> <p>The student uses verb tenses without any mistakes. The student uses at least three different verb tenses (for instance, the pretérito, the imperfecto and the presente of the subjunctive).</p>	<p>Most of the time, the student uses verb tenses correctly. The student uses verb tenses with inaccuracies, but is able to correct them, while doing the oral presentation.</p>	<p>The student uses verb tenses with inaccuracies, but is unable to correct them or is unaware of the mistakes.</p>	<p>Student's use of verb tenses are mostly inaccurate.</p>
<p><b>Descriptions</b> The descriptions could remain at an intermediate level of Spanish. The vocabulary should provide descriptions related to the content of the painting, the genre, and should enable students to describe landscapes,</p>	<p>The students can provide basic descriptions of the artwork.</p>	<p>The student uses basic yet accurate vocabulary.</p>	<p>The vocabulary is rather limited, and there are some inaccuracies.</p>	<p>The student fails to provide a basic description of the artwork.</p>

human beings, and other iconic representations in the artwork.				
<b>Creative use of the language</b>	The student can convey the ideas in a clear manner (meaning loud voice, right word choice, grammar usage, relevant content, and logical sequence of arguments) without reading what might be written in the power point presentation. Notes are used only as reminders of what the student is planning to say.	The student conveys the main ideas, but sometimes there are problems in understanding the explanations. Notes are used only as reminders of what the student is planning to say.	The student conveys the main ideas, but mostly reads notes or the texts included in the power point presentation.	Ideas are hard to understand, and the student merely reads notes or the texts included in the power point presentation.
<b>Written texts in the Power Point Presentation</b>	Texts are limited to the main information. The student makes additional comments to the written texts included in the power point presentation. There are no unnecessary texts.	Texts are limited to the main information. The student makes few comments to the written texts included in the power point presentation. There are no unnecessary texts.	Texts are not limited to the main information. The student makes very few or no comments to the written texts included in the power point presentation. There are unnecessary texts. There are few misspellings of words.	Texts are not limited to the main information. The student merely reads written texts included in the power point presentation. There are unnecessary texts. There are many misspellings of words, and grammar mistakes.

**GRADING RUBRIC for GLOBAL LEARNING COMPETENCY. 20 points.**

	A 20-15 points	B 15-10 points	C 10-5 points	D 5-0 points
<b>Cultural diversity</b>	Adapts and applies a deep understanding of multiple worldviews, and experiences.	Evaluates the global impact of the artist's work.	Explains and connects two or more cultures historically or in contemporary contexts, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
<b>Applying knowledge to the historical context</b> (The historical or cultural context could be developed by providing insights into the artist's life.)	The student provides relevant information about the historic contexts.	The student barely provides information about the historic context.	Historic contexts are either unclear or described in an inaccurate manner.	Historic context is not mentioned.

**GRADING RUBRIC for DIGITAL COMMUNICATION ABILITY. 20 points.**

	A 20-15 points	B 15-10 points	C 10-5 points	D 5-0 points
<b>Visually appealing, clean and simple layout</b>	<p>1. Texts are easy to read (font size bigger than 18, sharp contrast between texts and background.)</p> <p>2. Graphics, when used, enhance understanding of ideas.</p> <p>3. Details related to the presentation are appropriately enhanced, pointed or underlined.</p> <p>4. Ability to draw visual analogies between images, or between images and texts. Images and texts convey the information the viewer needs to know.</p> <p>5. Visual balances of each slide.</p> <p>6. Dynamic transitions between the slides.</p> <p>7. Economy of texts. Texts go straight to the point, without irrelevant data, or unnecessary explanations. There are no typos, grammar inaccuracies in the texts chosen.</p>	<p>1. Texts are easy to read (font size higher than 18, sharp contrast between texts and background.)</p> <p>2. Graphics, when used, accurately communicate the ideas.</p> <p>3. Details related to the presentation are included, but they are not particularly enhanced in the slides.</p> <p>4. Images and texts convey basic information.</p> <p>5. Visual balances of each slide: The student successfully distributes images and texts in the slide, taking advantage of the space, and colors in order to convey the information.</p> <p>6. Dynamic transitions between the slides.</p> <p>7. Economy of texts. Texts go straight to the point, without irrelevant data, or unnecessary explanations. There are not typos, grammar inaccuracies in the texts chosen.</p>	<p>The layout helps to support ideas in the presentation.</p> <p>1. Texts are easy to read (font size higher than 18, sharp contrast between texts and background.)</p> <p>2. Details related to the presentation are included in the slides.</p> <p>3. Visual balance of the slide is unclear.</p> <p>4. Dynamic transitions between the slides.</p> <p>5. Economy of texts. Texts go straight to the point, without irrelevant data, or unnecessary explanations. There are typos, or grammar inaccuracies in the texts chosen.</p>	<p>1. Texts are hardly read from a certain distance. It is hard to distinguish figures from the background.</p> <p>2. Graphics are too complicated, with unclear explanations, unnecessary data, and inaccuracies.</p> <p>3. Details related to the presentation are either missing or are hard to get.</p> <p>4. Images are wrongly chosen, or unrelated to the narrative of the presentation.</p> <p>5. There is no visual balance in the slide.</p> <p>6. Too much text. The viewer has to spend too much time reading the information. There are typos and grammar mistakes.</p>