

# SPAN 0017 - INTERMEDIATE CONVERSATIONAL SPANISH

## Catalog Description

Prerequisite: Completion of SPAN 2 or three years of high school Spanish with grade(s) of "C" or better

Hours: 54 lecture

Description: Develops increasingly complex language abilities through new vocabulary and more advanced grammatical structures. Emphasizes oral communication, grammatical, reading, and writing skills at the intermediate level, and further explores cultural customs. (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Paraphrase intermediate level Spanish spoken at regular conversational speed.
- CSLO #2: Produce accurate pronunciation with grammatically correct sentences in intermediate level conversations.
- CSLO #3: Explain what is read in any intermediate reading passage.
- CSLO #4: Compare and contrast cultural perspectives based on readings, discussions, and videos.

## Effective Term

Fall 2019

## Course Type

Credit - Degree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

Upon successful completion of the course, students will be able to:

1. Recognize and paraphrase intermediate level Spanish that is spoken at regular conversational speed in present and past indicative tenses, present subjunctive mood, and imperative (LISTENING SKILLS).
2. Formulate and create accurate pronunciation with grammatically correct sentences in conversations with native or non-native speakers of Spanish using present and past indicative tenses, present subjunctive mood, and imperative (SPEAKING SKILLS).
3. Recognize and explain what is read in present and past indicative tenses, present subjunctive mood, and imperative from any intermediate reading passage (READING SKILLS).
4. Formulate and write compositions and short reports using appropriate syntax in the construction of sentences in present and past indicative tenses, present subjunctive mood, and imperative (WRITING SKILLS).
5. Compare and contrast the similarities and differences of Spanish-speaking cultures to the student's own cultural traditions.

## General Education Information

- Approved College Associate Degree GE Applicability
  - AA/AS - Literature & Language
- CSU GE Applicability (Recommended-requires CSU approval)
  - CSUGE - C2 Humanities
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

## Articulation Information

- CSU Transferable
- UC Transferable

## Methods of Evaluation

- Essay Examinations
  - Example: After watching two thirds of a film the students are assigned to imagine and write the ending of the film in 300 words. They are graded on Task Completion, Comprehensibility, Language Control (Grammar), Vocabulary, and Mechanics and Spelling.
- Objective Examinations
  - Example: Students will be assigned a reading with pre-reading and post-reading questions to be handed in the next class for grading. Students will also be evaluated on the level of participation in the class discussion of the reading topic.
- Projects
  - Example: Each student will be assigned a topic to report on to the class throughout the semester. Themes may include cultural aspects of the U.S. Hispanic-American, Latin-American, and Peninsular cultures with respect to geography, politics, economy, arts and crafts, music, health, cuisine, and social customs. The report consists of a two or three page typed report and a five minute presentation to the class. The written portion is graded on Task Completion, Comprehensibility, Language Control (Grammar), Vocabulary, and Mechanics and Spelling. The oral presentation is graded on Language Function, Comprehensibility, Vocabulary, Cultural Awareness, and Pronunciation.
- Skill Demonstrations
  - Example: Instructor will observe two students discussing an assigned topic and grade them using the following rubric: Theme: \_\_\_\_\_ D C- C B- B A- A+ Structure:12 14 15 16 17 18 19 20 Content: 12 14 15 16 17 18 19 20 Pronunciation: 6 7 7.5 8 8.5 9 9.5 10

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Formulate and create accurate pronunciation with grammatically correct sentences in conversations with native or non-native speakers of Spanish using present and past indicative tenses, present subjunctive mood, and imperative (SPEAKING SKILLS). Methodology:
2. Use of Multimedia to Elicit "Reported Speech"- After learning how to narrate using "Reported Speech", the instructor will play two video

clips for the class. After viewing the first video clip half of the class will be asked to report what was said to their partner. After working one-on-one in pairs a volunteer will be asked to report to the whole class what was said in the clip. Then the second video clip will be shown and the people who listened the first time will report what was said to his or her partner. Again a volunteer will report to the whole class what was said after working in pairs.

- Rubrics to Assess Speaking Skills - Students are given the following scenario to act out in pairs: Scenario: A tourist and a travel agent You are a travel agent who specialized in tours for people who enjoy the kind of nightlife typically found in large cities. A client (played by your partner) wants to know about your tours. Recount what you and the tourists in your group did each night during a five-day trip to New York City so that your client will understand what to expect on one of your tours. Your client will also ask you to recommend what he or she should pack for the tour. The instructor will grade the conversation based on the following rubric categories: Pronunciation and Fluidity; Use of the Past Tense; Ample use of Chapter Vocabulary; Proper Use of the Subjunctive; Correct Use of Other Grammar.

#### Distance Learning

- This activity can be adapted for the online environment by having students watch the video online, and then record their summary of what was said in LMS. An alternative would be to have the students work in pairs and report to each other in an online partner chat, which would be recorded for the instructor to evaluate.
- This assignment can be adapted for the online environment by one of two options. First, the two students could play each role in a recorded partner chat, or second, the instructor could record himself or herself acting out one of the roles. The students could then act out the second role in an asynchronous chat that the instructor could then evaluate.

## Typical Out of Class Assignments

### Reading Assignments

Example 1: Students read the following article to introduce the chapter theme (they are given some of the advanced vocabulary in footnotes): En las últimas décadas, debido a la modernización, la tecnología y un estilo de vida más agitado, diversos oficios que se realizaban en la ciudad han desaparecido. Ya casi nadie manda a arreglar un reloj ni mucho menos piensa en que habrá alguien que reparará el punto corrido de una media. Actividades de este tipo eran frecuentes hasta hace algunos años. Entendidos en el tema opinan que este cambio se ha provocado por la constante modernización de los procesos productivos, pero también en los nuevos estilos de vida que se han asimilado como consecuencia de esta estructura de la sociedad. Para Julián Rodríguez, sociólogo de la Universidad de Chile, el modo de vida actual, con una fuerte cultura del desecho, ha hecho que escasee el tiempo para buscar arreglo a los desperfectos. Por otra parte, los accesorios y muchos artículos que se utilizan en los hogares son fabricados en serie a muy bajo costo, por lo que casi siempre es más costoso reparar que reemplazar. Asimismo, cambios más globales provenientes del mundo de la informática han afectado el ámbito laboral. Un ejemplo es lo que ocurre con el sistema de correo que ha tenido que modificar sus labores debido a la irrupción del e-mail. Si bien toda la correspondencia comercial sigue realizándose a través del correo tradicional, gran parte de las cartas privadas se efectúan a través de la computadora. De esta forma, dicen los expertos, el oficio de cartero es otro de los trabajos que terminarán por desaparecer. Students then answer the following questions: 1. ¿Cuáles son las causas de la desaparición de ciertos oficios? 2. ¿Por qué

tenemos una cultura del desecho? 3. ¿Qué está causando una reducción en el sistema de correos? Example 2: Students read an article of several pages pertaining to the life of a professor (Costas) after which they answer the following questions: 1. ¿Cómo fue la niñez de Costas? 2. ¿Por qué fue a Nueva York? 3. ¿Qué quería hacer Costas antes de casarse? 4. ¿Qué tipo de papá era? 5. ¿Qué importancia tiene la fotografía de Costas con su hija? 6. ¿Por qué es importante vivir cada día como si fuera el último? Students are then asked to relate an important event from their own lives in writing, which will be the basis for conversation in the next class.

## Writing, Problem Solving or Performance

Example 1: Writing: After reading an article of several pages pertaining to the life of a professor, students will write a one page narration of an event (a wedding, a graduation, an accident, etc.) from their own life to share with the class. Example 2: Skits (Performance): In groups of three act out a scene between two motorists who have had an accident and a police officer. Keep in mind the differences between the formal and informal "you" when addressing each other. Your dialogue should include a narration of what happened (past tense), vocabulary from the chapter and formal commands. Example 3: Oral presentation: Design a ten-minute presentation where you lead your fellow classmates in how to complete an activity. You can give the class instructions (using formal commands) on how to do a dance step, how to create paper flowers, sing different parts of a song, etc. Your presentation should contain: 1) an explanation of the activity, 2) a clear visual of the final product that the class is trying to achieve, 3) clear ORAL instructions for how to complete the activity, 4) a check for comprehension from the audience, and finally 5) a completed activity by the group (or all individuals). If you chose to demonstrate a craft, be sure to have all of the supplies prepared in an organized manner so that the 10 minutes of the presentation are spent on the activity and not wasted in the distribution and preparation of supplies.

## Other (Term projects, research papers, portfolios, etc.)

### Required Materials

- Invitaciones (segunda parte): An Interactive Worktext
  - Author: Alonso, Alonso, Zaslow
  - Publisher: Vista Higher Learning
  - Publication Date: 2010
  - Text Edition: 2nd
  - Classic Textbook?:
  - OER Link:
  - OER:
- Así lo veo
  - Author: Leeser, VanPatten, Keating
  - Publisher: McGraw-Hill
  - Publication Date: 2011
  - Text Edition: 1st
  - Classic Textbook?:
  - OER Link:
  - OER:
- Más
  - Author: Pérez-Gironés, Adan-Lifante
  - Publisher: McGraw-Hill

- Publication Date: 2010
- Text Edition: 1st
- Classic Textbook?:
- OER Link:
- OER:
- Revista: Conversación sin barreras
  - Author: Blanco
  - Publisher: Vista
  - Publication Date: 2014
  - Text Edition: 4th
  - Classic Textbook?:
  - OER Link:
  - OER:
- Conversaciones creadoras
  - Author: Brown, Martín Gaité
  - Publisher: Cengage Higher Learning
  - Publication Date: 2015
  - Text Edition: 4th
  - Classic Textbook?:
  - OER Link:
  - OER:

**Other materials and-or supplies required of students that contribute to the cost of the course.**