

SPAN-2411: SPANISH CONVERSATION & COMPOSITION

Cuyahoga Community College

Viewing: SPAN-2411 : Spanish Conversation & Composition

Board of Trustees:

2018-05-24

Academic Term:

Fall 2019

Subject Code

SPAN - Spanish

Course Number:

2411

Title:

Spanish Conversation & Composition

Catalog Description:

Discussion on topics of everyday life, colloquialisms, vocabulary augmentation and improvement of speech patterns. Practice in writing compositions.

Credit Hour(s):

3

Lecture Hour(s):

3

Requisites

Prerequisite and Corequisite

SPAN-2020 Intermediate Spanish Language and Cultures II, or concurrent enrollment with departmental approval: three years of high school Spanish.

Outcomes

Course Outcome(s):

Express ideas and opinions with reasonable accuracy, in order to be understood by the person or persons with whom he/she is communicating, and engage the person or persons with whom he/she is speaking to exchange his/her ideas and opinions.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):

1. Use known words and phrases while incorporating new ones to add meaning and depth to interpersonal exchanges.
2. Apply self-monitoring skills, to clearly and accurately communicate ideas.
3. Incorporate culturally appropriate body language and expressive features.
4. Use a variety of conversational strategies to maintain a conversation.

Course Outcome(s):

Demonstrate ability to describe, narrate, compare, express opinions, persuade, and summarize in writing at an advanced level, taking into consideration to whom he/she is delivering his/her text.

Essential Learning Outcome Mapping:

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Exchange information about specific topics or readings in writing.

2. Produce a critical essay.
3. Apply new vocabulary and phrases to advance written interpersonal communication to a deeper and more sophisticated levels.

Course Outcome(s):

Present ideas, and opinions about Spanish-speaking countries and cultures based on factual evidence and research, rather than perception or preconceived ideas.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

1. Demonstrate ability to respectfully communicate informed points of view, minimizing stereotypical or preconceived ideas.
2. Write or talk about a cultural aspect learned or researched.
3. Analyze own culture or Spanish speaking countries and cultures based on evidence and research, rather than perception and preconceived ideas.

Methods of Evaluation:

1. Performance: Attendance and active participation in class conversation/discussion of topics, short films, and readings that students will watch or read prior to attending each class session.
2. Written assignments/activities/tasks targeting application of new vocabulary and phrases.
3. Written activities targeting improvement of grammatical and structural aspects linked to major language functions.
4. Written pre and post short film viewing activities demonstrating comprehension skills, in addition to ability to describe, narrate, explain, compare, analyze, and express an opinion.
5. Written interpersonal communication activities.
6. 7 structured compositions, which will incorporate the vocabulary/expressions learned in a particular lesson, as well as the grammatical and structural concepts reviewed or advanced. Each composition will focus on a different writing task: description, narration, expressing an opinion about a given topic, persuading, summarizing, and comparing.
7. Final oral presentation of an article from a current magazine or newspaper published in Spanish in an Spanish-speaking country, followed by class discussion/conversation.
8. Final essay: Critical essay.
9. Quizzes or short tests (Optional).

Course Content Outline:

1. Oral and written interpersonal communication development
 - a. Vocabulary and expressions augmentation
 - b. Using a dictionary
 - c. Discussion/conversation starters
 - d. Voicing ideas
 - e. Expressing opinions
 - f. Conveying disagreement
 - g. Getting a message across
 - h. Strategies to enhance and maintain conversation.
 - i. Follow-up or clarifying questions
 - j. Asking someone to repeat what he or she has said
 - k. Using circumlocution
 - l. Paraphrasing
 - m. Listening carefully and attentively to decode the message of one's interlocutor
 - n. Reading carefully to accurately decode and respond to a written message
 - o. Socio-cultural awareness
 - p. Culturally appropriate body language
 - q. Using sources (books, journals, newspapers, magazines) for research and as conversation springboards
 - r. Using the Internet for research and communication
 - s. Citing sources

2. Themes
 - a. Reality versus imagination
 - b. Characteristics and behaviors that affect relating to others, as well as current global issues
 - c. Mass communication, media, information technologies, entertainment venues, mobile phones effects
 - d. Politics, society, citizens responsibility, abuses of power and neglect
 - e. Interpersonal relationships, love, friendship, comradeship
 - f. Lifestyles, identity issues, genre, language, humor
 - g. Grammatical and structural points
 - h. Review of uses of "ser" and "estar" with emphasis on continuous actions, and the use of the past participle as an adjective that changes meaning depending on if it is used with ser or estar
 - i. Review of all the prepositions, placing emphasis on verbs followed by a preposition, prepositional phrases, "por" and "para", and expressions with both
 - j. Review of past tenses. Preterit and imperfect uses, and time expressions to narrate in the past
 - k. Verbs that have different meaning in the preterit or imperfect, or if they are used affirmatively or negatively
 - l. Present perfect and past perfect uses, and time expressions to narrate in the past continuation
 - m. Uses of "acabar de" + infinitive
 - n. Sequencing
 - o. Past actions in progress (past perfect progressive)
 - p. Direct and indirect object pronouns, and prepositional pronouns review
 - q. Adjectives
 - i. Meanings according to their position
 - ii. Shortened adjectives
 - iii. Adjectives uses in comparisons, the superlative, and the equivalent to very or extremely ("-ísimo"),
 - r. Subjunctive uses (present and past)
 - i. Adjective clauses
 - ii. Adverb clauses.
 - s. The preposition "a". Uses with direct objects and exceptions.
 - t. Uses of "se" as an indirect object pronoun, impersonal, or in the passive voice; as a reciprocal pronoun and reflexive pronoun
 - u. Conditional sentences with "si", and other expressions used to express condition
3. Structured compositions:
 - a. Description: Development of a written portrait
 - b. Narration: Narrating an important past event detailing the context in which such event took place, as well as detailing the event
 - c. Opinion: Expressing an opinion about a topic. Presenting a position and defending it with arguments and examples
 - d. Persuasion: Writing a letter expressing agreement or disagreement with one or several aspects of other's position, and asking for an improvement or implementation of something. (Use of the subjunctive a must in this composition.)
 - e. Summary: Description of content in a manner that engages the reader to delve into it
 - f. Comparison and opinion: After reading two magazine or newspaper articles about the same topic, summarize both and compare them, expressing in addition an opinion about the articles and/or the topic
 - g. Critical essay: Plan and steps to analyze and present a written perspective on a short text originally written in Spanish

Resources

Blanco, José A. *Revista. Conversación sin barreras*. 5th. Boston, Massachusetts: Vista Higher Learning, 2018.

The National Standards Collaborative Board. *World-Readiness Standards for Learning Languages*. 4th. Alexandria, VA: American Council on The Teaching of Foreign Languages., 2015.

American Council on The Teaching of Foreign Languages. *Proficiency Guidelines*. 3th. Alexandria, VA: American Council on The Teaching of Foreign Languages., 2012.

Glynn, C., Wesely, P., and Wassell B. *Words and Actions: Teaching Languages Through the Lens of Social Justice*. 1st. Alexandria, VA: American Council on The Teaching of Foreign Languages., 2014.

Blanco, José A. *Revista Supersite*.

Allen, W., Klein, F. "Culture as core in the second language classroom." 2017-07-23 22:00:00.0.

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