

SPAN 13B: INTERMEDIATE CONVERSATION II

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Prerequisite:	SPAN 13A.
Advisory:	May be taken concurrently with SPAN 5.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Area I: Humanities
Transferable:	CSU/UC
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Initiate and maintain conversations on topics beyond the most immediate needs, tailoring the language to formal and informal situations.
- Speak with increased fluency, and a pronunciation that is understandable to native speakers used to interacting with foreigners.

Description

Continuation of SPAN 13A. Review and development of oral and listening communication skills in the targeted functions studied in first-year Spanish with attention to fluency, vocabulary, idiom, and pronunciation. Emphasis on the difference between spoken and literary Spanish as well as the variation in language depending upon the topic, the setting, and the country. Discussion and analysis of cultural historical and political issues based on authentic texts, current news broadcasts, and/or films. Develop critical thinking skills by comparing different viewpoints and different values of diverse cultures.

Course Objectives

The student will be able to:

- describe physical settings, events, historical and cultural aspects of Spanish-speaking countries
- summarize and synthesize previous discussions and readings
- express agreement/disagreement in group discussions on various topics by stating an opinion or citing conditions
- recognize cultural differences among the Spanish-speaking countries
- participate actively in some formal exchanges on concrete topics related to events of current public and personal interest or individual relevance
- narrate with control of theme and aspects adapting to the demands of the conversation and respond with greater accuracy and speed to a variety of topics, although with sporadic errors
- use fairly extensive vocabulary, although primarily generic

Course Content

- Describe physical settings, events, historical and cultural aspects of Spanish-speaking countries
 - Analyzing and comparing the history of the Spanish-speaking world, with emphasis on Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panama
- Summarize and synthesize previous discussions and readings
 - Discussion of pre-Colombian life and culture, and of the impact of Spain in the New World, with special attention to the above-mentioned regions
- Express agreement/disagreement in group discussions on various topics by stating an opinion or citing conditions
 - Gaining awareness of political current events
 - Examine the historical relationship of Hispanic America to the United States, with attention to issues of boundaries and migration as they relate to language development and diversity, and cultural identity
 - Discuss issues, such as gender roles, stereotypes, social structures and behaviors, and lifestyles, through the language, literature and arts of Spanish-speaking peoples and cultures
- Recognize cultural differences among the Spanish-speaking countries
 - Engage in critical analysis and comparison of the student's own values and cultural assumptions with regard to those of Spanish-speaking peoples and cultures, assessing the significance of changing values and attitudes
 - Examine the evolution of Spanish from its Latin roots to its modern form and appreciate the diversity of regional variations and accents within Spain and throughout Hispanic America
 - Traditions among ethnic communities that are represented across Spanish-speaking cultures
- Participate actively in some formal exchanges on concrete topics related to events of current public and personal interest or individual relevance
 - Advanced language functions, such as characterizing people, asking for clarification, reacting appropriately, elaborating, summarizing, reacting to criticism, etc.
- Narrate with control of theme and aspects adapting to the demands of the conversation and respond with greater accuracy and speed to a variety of topics although with sporadic errors
 - Rephrasing on-the-spot with occasional pauses and hesitations
 - Interrupting, turn-taking
 - Guessing strategies for comprehension
 - Pronunciation that interferes occasionally with comprehension by native speakers not used to non-native speakers
- Use fairly extensive vocabulary, although primarily generic, related to:
 - Social expectations, relationships, conflicts
 - Cultural and ethical values
 - Politics, history, current events
 - Music, literature, art, film
 - Idioms, colloquial and formal expressions
 - Vocabulary building skills, such as recognizing prefixes, suffixes, guessing strategies appropriate to the context

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught on campus: use of smart classroom.
2. When taught virtually: ongoing access to computer, internet, and email.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Class participation and preparation
 Oral presentations
 Laboratory manual and website assignments
 Oral and written midterm and final examinations

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Students will participate in student-centered and teacher-guided conversations
 Students will present oral reports on a cultural topic
 Students will review, study and practice expressions and vocabulary
 Students will practice pronunciation

Representative Text(s) and Other Materials

Keenan, Joseph. Breaking out of Beginner's Spanish. 2015.
 Sandstedt, Lynn, et al.. Conversación y repaso, 9th ed.. 2018.
 Blanco, José, et al.. Revista: Conversación sin barreras, 4th ed.. 2014.
 Dozier, Eleanor, and Zulma Iguina. Manual de gramática: En Español, 1st ed.. 2011.
 Iorillo, Nino, et al.. Conversación y controversia: tópicos de hoy y de siempre, 4th ed.. 2011.

Although some texts are older than the suggested "5 year or newer" standard, they remain relevant in this area of study.

Online dictionaries, such as <https://www.wordreference.com/>

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- a. Follow weekly blogs, news and opinion pages from newspapers in the Spanish-speaking world.
- b. Write reaction pieces to the news and summaries of events.
- c. Listen to native speakers talk about an event in their life and write or record themselves doing the same task.
- d. Write original compositions in which they analyze the ideas, art and literature presented in class.

Discipline(s)

Foreign Languages