

SPAN 14A: ADVANCED CONVERSATION I

Foothill College Course Outline of Record

Heading	Value
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Prerequisite:	SPAN 13B.
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

- Express agreement and disagreement on various topics and orally summarize previous discussions or readings. Institutional Learning Outcome(s) / General Education Learning Outcomes: 1. Communication 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility
- Speak with fluency and pronunciation that is understandable to native speakers not used to interacting with foreigners. Institutional Learning Outcome(s) / General Education Learning Outcomes: 1. Communication

Description

Continuation of SPAN 13B. Gives students practice in oral/aural communication skills in an environment of increasingly challenging language situations. Practice on idioms and vocabulary as different from the usage of formal, written and literary language. Work on differentiating and choosing the culturally appropriate register for a given situation. Discussion of the cultural manifestations and history of the Spanish-speaking world, including that of the Latino population of the U.S.

Course Objectives

The student will be able to:

- describe the geography, historical events and cultural aspects of the Spanish-speaking world with emphasis on Colombia, Venezuela, Ecuador, Perú and Bolivia
- relate the above-mentioned group of countries with the history and current situation of the Latino population in the U.S.
- express agreement/disagreement in group discussions on various topics and respond with greater accuracy, speed and fluency to a variety of topics with few errors
- engage in a discussion providing argument to support an opinion
- demonstrate an increased ability to speak informally and idiomatically about topics studied and related to those studied in class
- narrate fully and accurately in all time frames while employing communicative strategies, such as rephrasing, circumlocution, and illustration

- employ increasingly sophisticated vocabulary pertinent to the topic at hand and resorting to illustration or narration when vocabulary is above the student's level
- employ idioms in culturally appropriate language situations

Course Content

- Describe the geography, historical events and cultural aspects of the Spanish-speaking world with emphasis on Colombia, Venezuela, Ecuador, Perú and Bolivia
 - Analyzing and comparing the history of the Spanish-speaking world, with emphasis on Colombia, Venezuela, Ecuador, Perú and Bolivia
- Relate the above-mentioned group of countries with the history and current situation of the Latino population in the U.S.
 - 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 and respond with greater accuracy, speed and fluency to a variety of topics with few errors
 - Gaining awareness of current events and particular issues related to these populations and countries
- Engage in a discussion providing argument to support an opinion
 - Gaining awareness of current events and particular issues related to these populations as they have settled in the U.S.: biculturalism, bilingualism, representation in popular culture, etc.
- Demonstrate an increased ability to speak informally and idiomatically about topics studied and related to those studied in class
 - Describing cultural manifestations pertaining to literature, art and music
 - Choosing the right register as a cultural choice that is appropriate to the setting and situation
- Narrate fully and accurately in all time frames while employing communicative strategies, such as rephrasing, circumlocution, and illustration
 - Advanced language functions, such as characterizing people, asking for clarification, reacting appropriately, elaborating, summarizing, reacting to criticism, etc.
 - Rephrasing on-the-spot with occasional pauses and hesitations
 - Interrupting, turn-taking
 - Language usage for formal and informal situations
 - Guessing strategies for comprehension
 - Pronunciation that interferes occasionally with comprehension by native speakers not used to non-native speakers
- Employ increasingly sophisticated vocabulary pertinent to the topic at hand and resorting to illustration or narration when vocabulary is above the student's level, related to:
 - Social expectations, relationships, conflicts
 - Cultural and ethical values
 - Politics, history, current events
 - Music, literature, art, film
 - Vocabulary building skills, such as recognizing prefixes, suffixes, guessing strategies
- Employ idioms in culturally appropriate language situations
 - Idioms, colloquial and formal expressions appropriate to the context

Lab Content

Not applicable.

Special Facilities and/or Equipment

Smart classroom.

Method(s) of Evaluation

- A. Class participation and preparation
- B. Oral presentations
- C. Oral interviews
- D. Laboratory manual and website assignments
- E. Final examinations

Method(s) of Instruction

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

Representative Text(s) and Other Materials

Appropriate works as selected by the instructor, such as:

Blanco, José, et al. Revista. Conversación sin barreras. 4th ed. Boston: Vista Higher Learning, 2014.

Dozier, Eleanor, and Zulma Iguina. Manual de gramática: En Español. 1st ed., 3rd ed. Boston: Heinle & Heinle, 2011.

Iorillo, Nino, et al. Conversación y controversia: tópicos de hoy y de siempre. 4th ed. New Jersey: Prentice Hall, 2011.

Sandstedt, Lynn, et al. Conversación y repaso. 8th ed. Boston: Heinle & Heinle, 2011.

Online dictionaries, such as drae.com, 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