

SPAN 14B: ADVANCED CONVERSATION II

Foothill College Course Outline of Record

Heading	Value
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Prerequisite:	SPAN 14A.
Advisory:	May be taken concurrently with SPAN 6.
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

- React and hypothesize on a wide range of topics. 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 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility

Description

Continuation of SPAN 14A. Gives students practice in aural/oral communication skills in an environment of increasingly challenging language situations. Evaluation and response to real, current material: politics, literature, art, music, film. Critical analysis of the cultural manifestations and history of the Spanish-speaking world, including the Latino population of the U.S. Evaluation of the cultural values inherent in conversation. Integration of cultural competency into conversation skills: what's appropriate in a given culture (in terms of register, vocabulary and values) and in a given setting within that culture.

Course Objectives

The student will be able to:

- describe the geography, historical events and cultural aspects of the Spanish-speaking world, with special emphasis on Argentina, Chile, Uruguay and Paraguay
- express agreement/disagreement in group discussions on various topics, from both a concrete and an abstract perspective
- analyze critically the history of the Spanish-speaking world and evaluate its current situation, especially as it relates to the history and especial problems of the Latino population in the U.S.
- summarize and synthesize a variety of narratives: news, movies, reviews, literature in various genres and essays
- provide coherent narrations of paragraph length in all time frames while employing communicative strategies, such as rephrasing and circumlocution with greater confidence and fluency

- engage in a discussion providing a structured argument to support and defend an opinion
- elicit information for a variety of purposes, with the appropriate pitch, stress and tone
- employ detailed vocabulary, specific to the topic at hand and choose from alternative vocabulary when asked to perform complex tasks, such as hypothesizing and arguing
- employ with accuracy low-frequency structures (ranging from idioms and colloquial expressions to formal formulaic language)

Course Content

- Describe the geography, historical events and cultural aspects of the Spanish-speaking world, with special emphasis on Argentina, Chile, Uruguay and Paraguay
 - Analyzing and comparing the history of the Argentina, Chile, Uruguay and Paraguay
 - Evaluation of pre-Colombian life and culture in the above-mentioned region, and of the impact of Spain in the New World
- Express agreement/disagreement in group discussions on various topics, from both a concrete and an abstract perspective
 - Critical analysis of current events and particular issues related to these populations and countries
- Analyze critically the history of the Spanish-speaking world and evaluate its current situation, especially as it relates to the history and especial problems of the Latino population in the U.S.
 - Evaluation of the particular problems facing these populations in the U.S: immigration, biculturalism, bilinguals, representation in popular culture, etc.
- Summarize and synthesize a variety of narratives: news, movies, reviews, literature in various genres and essays
 - Describe cultural manifestations pertaining to literature, art and music
 - Choosing the right register as a cultural choice that is appropriate to the setting and situation
- Provide coherent narrations of paragraph length in all time frames while employing communicative strategies, such as rephrasing and circumlocution with greater confidence and fluency
 - Advanced language functions, such as characterizing people, asking for clarification, reacting appropriately, elaborating, summarizing, reacting to criticism, etc.
 - Improvising, reacting to criticism and rephrasing on the spot with fluency and confidence
 - Extended discourse without unnatural or lengthy hesitations
- Engage in a discussion providing a structured argument to support and defend an opinion
 - Explain complex matter in detail, on concrete and abstract topics
 - Provide structured arguments that separate main ideas from supporting arguments
- Elicit information for a variety of purposes, with the appropriate pitch, stress and tone
 - Pronunciation that does not interfere with comprehension by native speakers not used to non-native speakers
- Employ detailed vocabulary, specific to the topic at hand and choose from alternative vocabulary when asked to perform complex tasks, such as hypothesizing and arguing. Vocabulary related to:
 - Social expectations, relationships, conflicts
 - Cultural and ethical values
 - Politics, history, current events
 - Music, literature, art, film
- Employ with accuracy low-frequency structures (ranging from idioms and colloquial expressions to formal formulaic language)
 - Idioms, colloquial and formal expressions

2. Vocabulary building skills, such as recognizing prefixes, suffixes, guessing strategies 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 and written midterm and final examinations
- 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