### **COURSE OUTLINE**

# Spanish 105 Conversational Spanish

### I. Catalog Statement

Spanish 105 is a course of intensive practice in the expression and comprehension of spoken Spanish

Total Lecture Units: 3.0 **Total Course Units: 3.0** 

Total Lecture Hours: 48.0

**Total Faculty Contact Hours: 48.0** 

Prerequisite: Spanish 102 or equivalent

## II. <u>Course Entry Expectations</u>

Skills Level Ranges: Reading: 5; Writing: 5; Speaking/Listening: 5; Math: 1

Prior to enrolling in this course, the student should be able to:

- 1. pronounce Spanish correctly;
- 2. use the vocabulary presented in class in correct Spanish sentences;
- 3. demonstrate a developing oral and written fluency in the Spanish language;
- 4. read simple Spanish;
- 5. compare and contrast the Spanish language and culture with their own.

### III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

- 1. communicate orally in grammatically correct Spanish, using idiomatic expressions;
- 2. expand their vocabulary to further express abstract ideas in Spanish;
- 3. justify in Spanish their positions on current event topics or topics of a controversial nature;
- 4. analyze the newscasts, newspapers, or other media in Spanish.

## IV. Course Content

### **Total Faculty Contact Hours= 48**

A. Introductory material and review of past tense 3 hours 1. Review of the past tense 2. Getting acquainted 3. Relate past experiences 4. Oral interviews by students В. Health and Exercise 3 hours Review of the vocabulary relating to health and 1. the school 2. Review of the present tense Review of expressions used to introduce opinions 3. Discussion topic: Advantages of following a good 4. health program 5. Discussion topic: In children, Whose responsibility is it to keep them fit? Family or the school? C. Life experiences 6 hours 1. Review of the preterit vs. the imperfect tense 2. Review of the basic vocabulary regarding daily life activities and events 3. Oral interviews by students Problems of Narco-traffic 3 hours D. Review of the present and past tenses 1. 2. Review of the vocabulary related to health, drugs, and crime 3. Reading: "¿Quiénes son culpables del narcotráfico?" Discussion topic: What negative effects do drugs have 4. in society? 5. Discussion topic: Who are to blame for the existence of drugs? Role playing activities 6. E. The economy of third world countries 3 hours Review of the present and past tenses 1. 2. Review of the basic vocabulary related to politics and economics 3. Reading: "Es que somos muy pobres," de Juan Rulfo, Discussion topic: Evaluate the welfare programs 4. Discussion topic: Are the world powers "morally" 5. obligated to help the under developed countries?

Role playing

6.

#### F. The supernatural 3 hours Review of expressions used to express beliefs, possibility, doubt... 2. Review of the present subjunctive vs. the present indicative 3. Reading: "De lo que le pasó al Dáen Santiago con don Illán, el gran mago de Toledo" El Conde Lucanor de Don Juan Manuel, 4. Discussion topic: Do people have supernatural powers? 5. Group activity G. 3 hours Moral values – T.V. to censorship Review of expressions used to express opinions and beliefs Review of the conditional 2. 3. Reading: "Una nueva manera de ver la televisión" de Alicia Molina & Martina Alcócer, 4. Discussion topic: What are the advantages and disadvantages of T.V. as a means of communication? 5. Discussion topic: censorship 6. Listening comprehension exercise H. Cultural traditions: Day of the Dead 3 hours 1. Slide show 2. Oral reports by students I. 3 hours **Ecology** 1. Review of vocabulary related to ecology, tourism, and economy Review of the future and conditional tenses 2. Discussion topic: tourism as a "healthy" industry 3. 4. Discussion topic: global responsibility vs. a nation's economy Role playing activities 5. J. 15 hours Hispanics in the United States Historical background of their presence 1. 2. Contributions to the culture and economy of the United States 3. Similarities and differences between the Spanishspeaking countries and cultures Presentation of cultural traditions regarding food, music, 4. holidays... Readings: 5. a. "Los chicanos: la tradición mexico-americana" b. "Los puertorriqueños: brincando el charco"

- c. "Los cubano-americanos: en la 'Pequeña Habana"
- 6. Slide shows
- 7. Oral reports by the students
- 8. Listening comprehension exercise
- 9. Role playing exercise
- 10. Group activities

### K. Bilingual education

3 hours

- 1. Review of the vocabulary regarding the school, and social problems
- 2. Review of the past tense indicative present and imperfect subjunctive
- 3. Reading: "¿Por qué surge el programa bilingüe?" de P. José I. Somoza,
- 4. Discussion topic: The United States as a melting pot of different cultures and languages
- 5. Discussion topic: Should we have a bilingual program in our schools?

## V. <u>Methods of Instruction</u>

The following methods of instruction may be used in the course:

- 1. class lecture and discussion;
- 2. group learning;
- 3. field trips;
- 4. outside readings.

### VI. Out of Class Assignments

The following out of class assignments may be used in the course:

- 1. weekly readings;
- 2. reading comprehension exercises based on reading;
- 3. writing of skits to be performed in class;
- 4. written and oral reports.

### VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

- 1. active participation in every class meeting;
- 2. oral presentations with written preparation;
- 3. a  $2\frac{1}{2}$  hour final examination, including an oral exercise.

### VIII. Textbook

Wegmann, *Perspectivas*. Boston: Heinle Cengage Learning, 2010. 8<sup>th</sup> Edition. Print.

12<sup>th</sup> Grade Textbook Reading Level

# IX. Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

- 1. identify and correctly apply Spanish grammar to state and defend orally his/her point of view;
- 2. utilize vocabulary beyond the basic level including idiomatic expressions;
- 3. analyze works of literature, newscasts, newspapers, or other media in Spanish, and justify his/her positions on current event topics or topics of a controversial nature in Spanish.