**Conversation II: SPAN 3102**

Dr. Kelly Comfort

**Course Objectives:** This course is designed to further develop students’ communicative abilities in Spanish as well as their knowledge of Hispanic cultures and societies. The course encourages critical thinking by providing students with an opportunity for in-depth exploration of relevant contemporary topics. The four main themes around which all discussions revolve are family, relationships, and education and leisure activities throughout a variety of Hispanic cultures. Both Spain and Latin American countries are represented, as well as a few of the different ethnic groups that comprise Hispanic culture.

Students practice communication through speaking, listening, reading and writing. Classroom activities are highly interactive and focus on speaking and listening. The course encourages critical thinking by providing students with an opportunity for in-depth exploration of relevant contemporary topics. The three main themes around which all discussions revolve are: (1) family, (2) personal relationships and friendships, and (3) education, profession, and free time. Students participate in a graded oral debate and a group presentation related to an assigned contemporary film. They also complete workbook activities, take vocabulary quizzes, and complete recorded conversations for each unit.

**Course Outline:**

Day 1 Introduction to the course and to Unit 1 Topic – Family

**Unit 1: The Family**

Day 2 General Discussion

Day 3 Discussion of the representation of the family in TV Sitcoms

Day 4 Solving Family Conflicts

Day 5 Debate #1

Day 6 Group Presentation #1 on Film “Todo sobre mi madre”

Day 7 Group Presentation #1 on Film “Todo sobre mi madre”

Day 8 Group Presentation #1 on Film “Todo sobre mi madre”

Day 9 Vocabulary Quiz / Workbook Due

Day 10 Recorded Conversation

**Unit 2: Personal Relationships and Friendships**

Day 11 Introduction to Unit 2

Day 12 General Discussion

Day 13 Speed Dating Activity

Day 14 Debate #2

Day 15 Group Presentation #2 on Film ¨Fresa y chocolate¨

Day 16 Group Presentation #2 on Film ¨Fresa y chocolate¨

Day 17 Group Presentation #2 on Film ¨Fresa y chocolate¨

Day 18 Vocabulary Quiz / Workbook Due

Day 19 Recorded Conversation

Day 20 Analysis of Written Transcript of Recorded Conversation

**Unit 3: Education, Profession, and Free Time**

Day 21 Introduction to Unit 3

Day 22 General Discussion

Day 23 Current Event Analysis

Day 24 Debate #3

Day 25 Group Presentation #3 on ¨Diarios de motocicleta¨

Day 26 Group Presentation #3 on ¨Diarios de motocicleta¨

Day 27 Group Presentation #3 on ¨Diarios de motocicleta¨

Day 28 Finding the ideal job

Day 29 Resume and cover letter writing

Day 30 Interview practice

Final Exam Final oral interview: recorded conversation

**Grade Breakdown:**

Vocabulary Quizzes 10%

Unit 1 (5%)

Unit 2 (5%)

Recorded Conversations 60%

Unit 1 (20%)

Unit 2 (20%)

Unit 3 (20%)

Debate: 10%

Group Presentation: 10%

Participation, Workbooks, Homework: 10%

**Attendance Policies:**

* Your **final grade** will be lowered by **one point** for each unexcused absence in excess of 2.
* To have an absence excused, you need to:

(1) get my approval beforehand

or

(2) bring in a note documenting a medical or comparable emergency ***the class directly following your absence***.

* Two tardies of more than 5 minutes equate to an absence. Likewise, leaving class early two times equates to an absence.
* **Attendance is not the same thing as participation**. You can have perfect attendance and still receive a low grade for participation, since the latter grading category is based on actively speaking and contributing to class discussions and activities.

**Additional Grading Policies:**

* A make-up “prueba de vocabulario” or a make-up “conversación grabada” will only be given in the event of an excused absence. You have one week upon your return to make-up the missed assignment during my office hours.
* If you do not attend class on the day that you are scheduled to participate in either the “presentación de grupo” or “debate de clase” you will not be allowed to make-up your part, unless that absence is excused. The other group members will be expected to deliver the presentation or conduct the debate on the date scheduled despite your absence. For you to make up this part, you will have to present it to me during my office hours within one week of your return. You will also be required to write a statement explaining your intended role in the project, which the other group members will have to approve before a grade is given. It is highly advised not to miss these classes. I allow you to choose your groups so as to avoid foreseeable scheduling conflicts.
* Late homework is not accepted unless an absence is excused. You can email me your homework before class if you know you will be absent on a given day. Although the “cuaderno de tarea y vocabulario” will not be collected each time an assignment is due, I will be checking to see that it is complete. If assignments are not done on time, they will be given a 0. Similarly, if you fail to turn in the “cuaderno de tarea y vocabulario” on the either of the two due dates indicated on the syllabus, you will receive a 0.

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| **ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION** | |
| **ML Learning Outcome 1:** Demonstrate oral and aural proficiency in the target language | Students will demonstrate oral proficiency at the Intermediate High or higher level on the ACTFL scale. |
| **ML Learning Outcome 2:** Demonstrate effective presentation skills in the target language | Students will demonstrate the ability to carry out oral presentations in class for 10-15 minutes without notes on a topic related to any of the course themes. |
| **ML Learning Outcome 3:** Demonstrate writing proficiency in the target language | Students will produce small writing samples at the Intermediate High or higher level on the ACTFL scale. |
| **ML Learning Outcome 4:**  Demonstrate proficiency in comprehension of authentic written texts in the target language | Students will demonstrate comprehension of authentic texts related to the general themes of the course with in-class activities and discussions as well as homework assignments. |
| **ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE** | |
| **ML Learning Outcome 5:** Demonstrate in-depth knowledge of a *specific* target-language country or region | Students will be able to explain and analyze certain Hispanic cultural trends and attitudes related to certain areas of the Hispanic World studied in class. |
| **ML Learning Outcome 6:**  Demonstrate the ability to analyze an issue from target-culture perspective(s) | Students will display the ability to analyze and to understand and appreciate with empathy cultural Hispanic values and patterns different from the United States. |
| **ML Learning Outcome 7:**  Demonstrate critical reflection on cultural complexity and context | N/A |