

**SPAN 3355**  
**Spanish Conversation**

**May Term 2017**

**Dr. Alberto Pastor**

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Time: TBA

***Course Content (catalogue description):***

An advanced course for majors and non-majors intended to increase active command of the language. Not for heritage or native speakers. Prerequisite: C- or better in SPAN 2302 or 2312.

***Course Overview:***

¡Hablemos español! This is an advanced conversation course designed for students who want to improve their oral communicative abilities in Spanish. This goal will be accomplished through a lively discussion of language-related topics. For example, have you ever asked yourself the following questions: *Why does Spanish sound so much faster than English? Why do children learn languages so much faster than adults, and is it too late for me to attain fluency in Spanish? What's up with expressions like "hacer clic" and "el parking", and should we try to discourage the use of Spanglish? Why do I have such a hard time understanding the Spanish of my Caribbean friends? What is the connection between culture and language? Is it important to understand a culture in order to become fluent in the language?* These are just a few of the topics that we will use as a springboard for conversation, discussion, and debate in Spanish. Students will improve their speaking ability through a variety of activities including: interaction with the professor and fellow students, viewing and discussing films and documentaries in Spanish, discussing short readings in Spanish, and delivering oral presentations to the class.

The class is intended to have a relaxed, welcoming atmosphere, in which students feel comfortable expressing and debating their views. One of the goals of the course is for students to develop the confidence to express and defend their own points of view on a variety of topics.

Although improving oral proficiency is the primary goal, the other language skills are integral to developing speaking skills, and so the course will also provide exposure to listening and reading comprehension, writing, vocabulary acquisition, and socio-cultural awareness. Grammatical structures that cause difficulty for students at this level will be reviewed and practiced as needed.

This course satisfies the UC Oral Communication tag.

***Benefits of this course:***

- Satisfies the UC Oral Communication tag
- Counts toward the Spanish major and minor
- Provides students the opportunity to improve their oral proficiency in Spanish in a small, relaxed environment
- Expands students' vocabulary in Spanish through film, readings, and class discussions

- Enhances students' cultural understanding of the Spanish-speaking world
- Builds students' confidence when speaking in class and in front of a group
- Indirectly improves students' knowledge of grammatical structures in Spanish, as well as proficiency in listening, reading and writing.
- It's fun!!!

### ***Student Learning Outcomes for Oral Communication (UCtag):***

1. Students will be able to select, organize and use appropriate evidence or information to suit a specific or targeted audience.
2. Students will be able to use appropriate vocal and visual cues to deliver a presentation to a specific or targeted audience.

The Oral Communication SLOs will be met by means of an oral presentation.

### ***Instructor Biography:***

Dr. Alberto Pastor is an associate professor of Hispanic linguistics. His area of specialization is Spanish syntax and linguistic theory. His research interests also include bilingualism, and language contact, specifically in relation to Spanish in the US. Alberto Pastor has taught a wide variety of advanced grammar, and linguistics courses in the Department of World Languages and Literatures, and the School of Education. In 2011, he was a recipient of the Rotunda Outstanding Professor Award.

### ***Course Materials:***

No textbook is required. Readings for the course will be posted on Canvas. Students who wish to obtain copies of the readings prior to the beginning of J-term may do so by contacting the instructor.

Computer with internet access.

### ***Course Assessment:***

Attendance, participation, preparation, and courtesy .....	10%
Vocabulary and Grammar Quizzes .....	30%
Homework.....	25%
Oral Presentation .....	20%
Final exam.....	15%
<b>TOTAL .....</b>	<b>100%</b>

### ***Grading Scale:***

Outstanding work receives an A; outstanding work far exceeds what is expected (superior).

A = 93-100%

A- = 90-92%

Excellent work receives a B; excellent work exceeds what is expected (above average).

B+ = 87-89%                  B = 83-86%                  B- = 80-82%

Good work receives a C; good work basically meets expectations (average).

C+ = 77-79%                  C = 73-76%                  C- = 70-72%

Acceptable work receives a D; acceptable work is not particularly good, but is not failing (below average).

D+ = 67-69%                  D = 63-66%                  D- = 60-62%

Unacceptable work receives an F; unacceptable work demonstrates poor effort and/or understanding (failing).

F = 59% and below

### ***Attendance, Preparation, Participation, and Courtesy:***

All students are expected to attend, arrive on time, arrive prepared and participate actively in class and group discussions, using Spanish. Each hour of absence will lower the student's Attendance/Preparation/Participation/Courtesy grade by 10 percentage points, unless the absence is excused. For example, if a student misses one hour of class, the highest grade possible in that category is a 90%. Students are expected to be respectful of the classmates, the instructor and the learning process in general. Cell phones and improper mannerisms interfere with that principle as do tardies, early departures and regularly leaving and re-entering the classroom while class is in session. Being unprepared or discourteous, using English excessively, and not fully participating in class will result in a lowering of the grade in this category.

### ***Vocabulary and Grammar Quizzes:***

There will be several quizzes based on the vocabulary lists distributed in class and the grammar topics practiced in class. Some quizzes are listed on the schedule; others may be added. All quizzes will be announced in advance.

### ***Homework:***

For each reading assignment, there will be an accompanying written assignment. This may include: questions about the content of the reading, personal reflections on the reading, and vocabulary/grammar practice. Some homework assignments will be collected and graded. Other assignments will be checked for completion and/or gone over in class. Students should always have answers written out and be ready to turn them in and to discuss them in class.

### ***Oral Presentation:***

Presentations will be given on Wednesday, January 18. The presentation will be 15 minutes, followed by a question & answer session. The topic will be chosen in conjunction with the professor. You may want to go into more depth on a topic that we covered; or you may want to present a new topic that is related to one or more of the topics we covered. You will also prepare handouts for the class to accompany your presentation. Your handout must be approved by the professor in advance. The presentation must be done entirely in Spanish.

## ***Final Exam***

The final exam will include: a vocabulary section in which students demonstrate their acquisition of the vocabulary practiced in class, a grammar section over the grammar points practiced in class, and a writing section in which students must write one or more essays about the topics covered in class.

## ***Academic Dishonesty:***

According to University regulations and the SMU Honor Code, dishonesty in connection with any university activity constitutes misconduct for which students may be subject to administrative action or disciplinary penalties. Cheating, plagiarism, and knowingly furnishing false information are examples of dishonesty.

Instances of cheating include, but are not limited to: handing in work done by someone else as your own (in paper or electronic form), handing in writing samples in Spanish that have been translated by someone else or processed through a language translator, copying from websites, assisting others in cheating, failing to cite sources, etc.

## ***Disability Accommodations:***

Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

## ***Make-ups and Late Work:***

Make-up exams and quizzes require written proof of an excused absence, which must be submitted immediately upon return to class in the event of an illness or prior to a class missed due to religious observance or extracurricular activity. If you must be absent due to illness or emergency, please notify the professor by email as soon as possible.

## ***Excused Absences:***

*Health:* Verification of medical illness and request for an excused absence from class will be handled in one of two ways. A physician or staff member from health/counseling and testing will provide either (1) a hand-written note on a Health Center prescription form, or (2) a signed letter written on Health Center stationery. Excused medical absences should have specific dates or time periods indicated.

*Religious Observance:* Religiously observant students wishing to be absent on holidays that require missing class should notify their instructors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

*University Extracurricular Activities:* Absences related to an officially sanctioned, scheduled University extracurricular activity need to be verified by an Academic Compliance form signed by your coach or activity sponsor. You will be given the opportunity to make up class assignments or other graded assignments missed as a result of your participation, but it is your

responsibility to make arrangements with your instructor prior to any missed scheduled examination or other missed assignment for making up the work.

### ***Course Calendar***

Reading assignments and other handouts corresponding to each day's topic will be posted on Blackboard. If you want copies of the readings prior to their availability on Canvas, please send an email requesting them ([apastor@smu.edu](mailto:apastor@smu.edu)).

#### **Thursday, May 18th:**

AM session:

→→ Introducción al curso. Conversación general. Vocabulario #1.

PM session:

→→ El tema de conversación: ¿Qué queremos decir con “hablar en una segunda lengua”?  
¿Qué estrategias podemos usar para progresar más rápidamente en la habilidad de hablar?

→→ Práctica de vocabulario #2

→→ Repaso de gramática: formas verbales

Tarea: (1) Read before class on Friday: *¡Ojalá hubiera estudiado español cuando era niño!*  
*¿Y ahora qué: es demasiado tarde?*

(2) Complete the accompanying exercises and be prepared to discuss them and/or turn them in.

#### **Friday, May 18th:**

AM session:

→→ El tema de conversación: La edad de adquisición; las diferencias entre adquisición de primera lengua y adquisición de segunda lengua.

→→ Práctica de vocabulario #3

PM session:

→→ Prueba #1 (topic to be announced in class)

→→ Repaso de gramática

Tarea: (1) Read before class on Friday: *¿Por qué usan frases como “hacer clic” y “el parking” en español?*

(2) Complete the accompanying exercises and be prepared to discuss them and/or turn them in.

#### **Monday, May 22:**

AM session:

→→ El tema de conversación: El inglés en el español; el espanglish.  
Características lingüísticas del español y el espanglish en los EEUU

PM session:

→→ Práctica de vocabulario #4

→→ Prueba #2 (topic to be announced in class)

→→ Investigaciones en grupos – el espanglish y el español en internet

Tarea: (1) Read before class on Tuesday: *Me cuesta entender el español de mis amigos caribeños. ¿Por qué será?*  
(2) Complete the accompanying exercises and be prepared to discuss them and/or turn them in.

### **Tuesday, May 23:**

AM session:

→→ El tema de conversación: El español caribeño y otras variaciones dialectales.

PM session:

→→ Película (TBD) y discusión y análisis de la película.

→→ Práctica de vocabulario #5

Tarea: (1) Read before class on Wednesday: *El tango, la historia, la tomatina...: ¿qué tiene que ver la cultura con el aprendizaje del español?*  
(2) Complete the accompanying exercises and be prepared to discuss them and/or turn them in.

### **Wednesday, May 24:**

AM session:

→→ El tema de conversación: La conexión lengua-cultura; comportamientos comunicativos no-verbales; costumbres y tradiciones; creencias, actitudes y valores.

PM session:

→→ Prueba #3 (topic to be announced in class)

→→ Práctica de vocabulario #6

→→ Investigación sobre variación lingüística en Paraguay

→→ Preparación para la película *Siete Cajas*

Tarea: (1) Read before class on Thursday: *Los hispanoparlantes hablan como si tuvieran mucha prisa: ¿por qué suena más rápido el español que el inglés?*  
(2) Complete the accompanying exercises and be prepared to discuss them and/or turn them in.  
(3) Watch the movie *Siete Cajas*

### **Thursday, May 25:**

AM session:

→→ El tema de conversación: Factores que explican la percepción de rapidez; el ritmo del español y del inglés; consejos para el estudiante respecto a la rapidez

PM session:

→→ Repaso de vocabulario y gramática

→→ Prueba #4 (topic to be announced in class)

→→ Discusión de la película *Siete Cajas*

Tarea: (1) Read before class on Friday: *Cuando estudie en el extranjero, voy a vivir con una familia hispana. ¿Qué necesito saber sobre la cortesía?*  
(2) Complete the accompanying exercises and be prepared to discuss them and/or turn them in.

## Friday, May 26:

AM session:

- El tema de conversación: Las fórmulas de tratamiento; los tabús; y otros aspectos de la lengua que varían de cultura en cultura

PM session:

- Repaso de vocabulario y gramática
- Preparación de las presentaciones

- Tarea: (1) Read before class on Tuesday: *Suelo escribir primero en inglés y luego traducir al español. Pero, aunque traduzco palabra por palabra, mi profesor encuentra muchos errores en mis escritos. ¿Por qué?*
- (2) Complete the accompanying exercises and be prepared to discuss them and/or turn them in.

## Tuesday, May 30:

AM session:

- El tema de conversación: El aprendizaje de español como L2.

PM session:

- Película (TBD) y discusión y análisis de la película.

- Tarea: (1) Read before class on Wednesday: *Entiendo cuando me hablan en español, pero me cuesta mucho responder. ¿Por qué?*
- (2) Complete the accompanying exercises and be prepared to discuss them and/or turn them in

## Wednesday, May 31

AM session:

- El tema de conversación: El aprendizaje de español como L2: la expresión oral.

PM session:

- Presentaciones.

## Thursday, June 1

AM session:

- Presentaciones

PM session:

- Repaso examen final

## Friday, June 2

AM session:

- Examen final parte 1

PM session:

- Examen final parte 2