

SPAN 3355 - SPANISH CONVERSATION

Class Meeting Times: 9-11 and 12-2pm
Class Location: Check Access
UC Oral Communication

COURSE DESCRIPTION:

Spanish 3355, Spanish Conversation is an advanced conversation course designed for students who want to improve their communicative abilities in Spanish. With this goal in mind, the course will also provide exposure to the other language skills (reading and listening-comprehension, writing, vocabulary acquisition, socio-cultural competence) which are integral to developing speaking fluency. Certain grammar points will be reviewed based on the texts and on issues that arise in class.

This course combines a content-based language instruction with an interactive task-based approach. Individual and group presentations provide students with practice in making formal presentations in Spanish, a skill that is necessary for many professional settings such as international affairs, business, and teaching. Classroom and small group discussions will provide practice in a more informal style of speech that is encountered in travel and social situations. These activities are designed to improve the students' conversational skills and practical knowledge about culture and language both in formal and informal settings.

The in-class videos provide listening practice and cultural perspectives. They are short videos made by major Hispanic filmmakers and several have won awards for short film. Students can view the videos outside of class on the "supersite" website for the book. (The access code is included in the purchase of the text book.)

The textbook includes texts in varied genres from around the Hispanic world which provide students with both cultural perspectives on general topics that will help to stimulate discussions, as well as practice reading and integrated grammar review.

Students will frequently be asked to take notes during formal presentations and other listening activities in order to strengthen listening comprehension. In this course, students achieve enduring language growth and meaningful acculturation that otherwise could only be achieved through an extended stay in a Hispanic country.

Required Text: Blanco, José A. et. al. *Revista: Conversación sin barreras, 3rd edition* Vista Higher Learning, 2010 (Student Edition Supersite Passcode is included with the text) (Please note the first and second editions are different in significant ways and will not work for the class)

DR. SUSANA SOLERA ADOBOE:

Susana Fernández Solera Adoboe was born in Madrid, Spain. She studied Psychology at Universidad Complutense de Madrid where she got her doctorate in Psycholinguistics.

She performed research on syntactic processing and the processes of language comprehension, on a grant from the Spanish Ministry of Education, (“Programa para la Formación del Personal Investigador”). She worked on multidisciplinary teams in the Cognitive Science Center, University of Edinburgh, and department of Psychology and department of Portuguese and Spanish at the University of Massachusetts.

She began teaching at the University of Massachusetts, in 2000. During that tenure she also taught Grammar and Beginning Spanish at Amherst College. In 2006 she joined the staff at the foreign languages and literatures department at SMU where she teaches the following courses:

Conversation and Composition in Peninsular Spanish
Cultural Dialogues: Spain
Advanced Spanish Grammar
Intermediate Spanish
Beginning Spanish

She is currently the Spanish First Year Coordinator.

Learning Outcomes related to UC Oral Communication:

1. Students will be able to select and use appropriate forms of evidence in a public presentation.
2. Students will be able to design verbal messages to suit particular audiences and purposes.
3. Students will be able to use visual cues (such a presentation software, staging, props, costumes, makeup, and gesture) to enhance a public presentation.

Learning Objectives

Upon successful completion of this course, you will:

- Have improved your communicative abilities (oral and written in Spanish), especially at the presentational mode.
- Have expanded your vocabulary in Spanish so as to enable you to understand and read in Spanish accurately a variety of texts: newspapers, magazines, literature pieces, etc.
- Have improved your pronunciation.
- Have expanded your cultural knowledge of the cultures of the Spanish-speaking world.
- Have become an independent learner of learning, i.e. responsible for your own learning of the Spanish language and culture.
- Use Spanish more effectively and with much greater confidence.

Required Materials:

Revista, Conversación sin barreras – by Aparisi, Blanco, Rinka, Third edition.

Spanish-English Dictionary. [recommended: Larousse]

Computer with internet access, microphone and headphones.

This manual will be available at the SMU bookstore; you can also buy it on line at www.vhldirect.com. The supersite comes free of charge with new books, if your purchase a used book, you will be required to buy the supersite access code (\$29) so I would advise you to buy new books.

I. Attendance and Participation:

The primary activity in this class is oral communication. Therefore, all students are expected to attend class regularly, participate actively in every session, listen attentively to their classmates, and respect differences in opinions and speaking abilities. Not participating actively in class will affect negatively your grade.

Preparation for class and participation will be evaluated on a daily basis. Students are responsible for all material covered in class and/or assigned as homework, whether or not he/she attends class. If students miss or arrive late to class, it is their responsibility to find out what was missed.

Excused absences

A. Health: Please see Medical Class Excuse Policy on the Health Center page of the SMU website.

B. Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify the instructor in writing at the beginning of the semester, and should discuss with him/her, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

C. 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. (See University Undergraduate Catalogue)

II. Plagiarism and the Honor Code

All students in this course are expected to adhere to the provisions of the SMU Honor Code. Students caught cheating will be prosecuted to the fullest.

III. Disability Accommodations

If you need academic accommodations for a disability, you must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities, at 214-768-4557 to verify the disability and to establish eligibility for accommodations. It is the student's responsibility to make arrangement satisfactory to the class instructor, which may include making an appointment to take the exam in the testing center. Failure to make timely arrangements may result in a grade penalty as determined by the instructor. (See University Policy No. 2.4.)

IV Requirements and Evaluation

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| Participation | 5 % |
| On-line Activities/Homework | 10% |
| Oral Presentations: | |
| Oral Projects in Groups "Salidas" (2) | 15% |
| Formal Presentations (Individual) (2) | 15% |
| Debates or "Tertulias" | 10% |
| Oral and Written Quizzes (4) | 10% |
| Exams | |
| Midterm | 10% |
| Final | 10% |

1. Participation:

Participation in class activities and debate will represent 5% of your total grade

2. On-line Activities:

Online assignments and homework is due every day and will be 10% of the total. For these activities you will need a supersite code. Please check below for more details.

3. Oral Presentation/Communication in Group Setting:

In these activities the students will be responsible to carry a class activity, where they should present their ideas and stimulate other students to share their opinions. Each activity description and specifications will be posted in Blackboard, so students will have time to prepare. In this group we will have three different types of activities: "Salidas", "Presentacion" and "Tertulias".

Oral Projects in Groups or "Salidas" is designed to take the language outside the classroom. It will take place in public locations: museums, exhibitions, bookstores, coffee place. A group of 2-3 students will be in charge of a topic for a class activity about a cultural topic. The student will be the leader, or the tour guide, depending of the type of activity. This will be a group activity where the student will be evaluated in language skills as well as communicative strategies. This will be 10% of your grade.

Individual Formal Presentation students should present a topic from the ones proposed. You should prepare a 15-20 minutes presentation. After choosing your area of interest from the ones suggested, students should organize their ideas and sources and meet with the instructor. Failure to meet with me will affect your grade in both the presentation and the paper. The presentation could be accompanied by a power point. The content of these presentations will be the subject of the essays, midterm and final exam. Each student is responsible for taking notes and asks questions. This will be 15% of the total grade.

In Debates or “Tertulias” the student will be in charge of a class debate. He/she will be responsible for the opening statements, arbitration and the closing of the debate. This will be 10% of the total grade.

4. Quizzes:

Four quizzes will represent 10% of your grade.

5. Exams:

One midterm-10%-, one final-10%

| Date | Time | Topic | Pages | Assignments-Hw |
|---------|--------|--|----------------------------|--|
| 5/15/14 | 9-10 | Course Presentation. Syllabus. Cortometraje: "Viaje a Marte". | Pages 3-5 Pages 6-10 | |
| | 10-11 | Gramática "Ser-Estar". "Celebración de la Fantasía" | Pages 10-15 | |
| | 12-1pm | Assessment. Class activities. "La clonación" preparation | Page 16 | Quiz 1. |
| | 1-2pm | "La clonación" analysis | Pages 17-20 | |
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| 5/16/14 | 9-10 | Tertulia 1"La ciencia ficción hecha realidad" . Lead by Student | | Recorded Essay 1 |
| | 10-11 | "Viaje Espacial". "Una cuestión de Personalidad" | Pages 28-29 Pages 33-35 | Online Activities |
| | 12-1pm | Cortometraje: "Diez Minutos" | Página 36-41 | |
| | 1-2pm | "Las cuatro fórmulas científicas de la Felicidad".Preparación | Pages 42-46 | |
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| 5/19/14 | 9-10 | "La Felicidad" | Pages 51-54 | Quiz 2 |
| | 10-11 | Individual Formal Presentations | | |
| | 12-1pm | "El Juego más antiguo" | Pages 47-50 | |
| | 1-2pm | Salida 1.. Lead by Students | | Online Activities. Read pages 47-50 |
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| 5/20/14 | 9-10 | "El Juego más antiguo" | Pages 47-50 | |
| | 10-11 | "Yo le diría a Ricardo Reyes" | Pages 56-58 | |
| | 12-1pm | Tertulia 2 ¿Innato o adquirido?. Lead by student | | |
| | 1-2pm | "Prohibido Pensar". Cortometraje: "Nada que perder" | Pages 61-63 | |
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| 5/21/14 | 9-10 | Individual Formal Presentations Benicio del Toro | Pages 71-73 | |
| | 10-11 | "Cine Prado" | Pages 80-86 | |
| | 12-1pm | Tira Cómica | Pages 86-88 | |
| | 1-2pm | Salida 2. Lead by students. | | |
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| 5/22/14 | 9-10 | Tertulia 3. La telebasura | Page 89 | |
| | 10-11 | Cortometraje: "El ojo en la nuca" | Pages 90-97 | Study Time |
| | 12-2pm | MIDTERM:: Chapters 1,2 and 3 | | Recorded Essay 2. Online Activities. |
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| 5/23/14 | 9-10 | Cortometraje: "El ojo en la nuca" | Pages 90-97 | |
| | 10-11 | "La Tortilla" | Pages 100-103 | |

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| | 12-1pm | "Entre la Piedra y la Flor" | Pages 109-113 | |
| | 1-2pm | Salida 3. Lead by a students | | Online Activities |
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| 5/27/14 | 9-10 | Preparación y evaluación | | Quiz 3. |
| | 10-11 | Tira Cómica | Pages 114-116 | |
| | 12-1pm | Por amor al arte | Pages 118-122 | |
| | 1-2pm | Salida 4. Lead by a students | | Online Activities |
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| 5/28/14 | 9-10 | Tertulia 4. La globalización ¿A favor o en contra? | | |
| | 10-11 | Por amor al arte | Pages 118-122 | |
| | 12-1pm | Cortometraje: "Dime lo que sientes" | Pages 122-124 | |
| | 1-2pm | Salida 4. Visita al museo Meadows | | Online Activities. |
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| 5/29/14 | 9-10 | Drácula y los niños Lo que dure el amor... | Pages 128-131 Pages 132-136 | |
| | 10-11 | Modos de vivir | Pages 146-149 | |
| | 12-1pm | Exprésate sobre el arte | Pages 144 | Quiz 4 |
| | 1-2pm | Salida 4. Visita al museo Meadows | | Online Activities. |
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| 5/30/14 | 9-10 | "Rica y Famosa" MAITENA | Pages 156-160 Pages 170-171 | |
| | 10-11 | Repaso/Review | | Online Activities |
| | 12-1pm | EXAMEN FINAL | | |
| | 1-2pm | EXAMEN FINAL | | |