

## **COURSE OUTLINE** **Conversational Spanish II**

### **Course Description**

FL 207. Conversational Spanish II. 3 hours credit. Prerequisite: FL 205 with a C or better or approval of instructor. This course will enable the student to conduct simple conversations successfully in Spanish, as well as understand many articles written in Spanish. Through information acquired in this course, the student will be able to recognize a large number of cognates, strategies and rules for converting English words to Spanish, hints for identifying large numbers of new words in Spanish, and formulas that use Spanish verbs to describe events in the past, present and future. This course is designed for the student who is *continuing* basic oral study and preparing to pursue foreign language credits that fulfill degree requirements.

### **Course Relevance**

Studying another language and culture provides the powerful keys for successful communication: “knowing how, when, and why, to say what to whom” (National Standards, 1996). “The organizing principle for language study is communication, which highlights the social, linguistic and cultural aspects of language. The approach to a second language ...is meaningful interaction with others, whether they are on another continent, across town, within the neighborhood, or in the classroom” (Kansas Initiative for State Standards – Foreign Language [KISSFL]).

### **Required Materials**

Alonso-Lyrintzis, Alonso and Zaslow. (2004). *Invitaciones*. Boston, MA: Vista Higher Learning

### **Learning Outcomes**

The intention is for the student to be able to

1. Develop an advanced-beginning level of oral proficiency in Spanish.
2. Demonstrate a knowledge and understanding of target language cultures.
3. Reinforce and further knowledge of other disciplines by analyzing conversational topics.

### **Learning PACT Skills that will be DEVELOPED and/or documented in this course**

Through the student's involvement in this course, he/she will develop his/her ability in the following PACT skill areas:

#### **Communication Skills**

1. Reception and interpretation of messages
  - Through the production of spoken communication that expresses ideas and conveys needs, the student develops basic communication skills in the Spanish language

## **Analytical Thinking Skills**

1. Critical thinking
  - Through spoken presentations, class discussion, and on-on-one interviews the student develops critical analysis of the target language

## **Personal Development Skills**

2. Interpersonal interaction
  - Demonstrate an awareness of skills and behaviors associated with satisfactory interactions with others on all levels from small group to global community

## **Major Summative Assessment Task(s)**

These learning outcomes and primary Learning PACT skills will be demonstrated by:  
(Adapted from examples found in the KISS-FL Standards)

1. Debating a current issue or textual concept in the target language (C and A Outcome)
2. Presenting a dramatic scene in the target language (C and P Outcome)

## **Course Content**

- I. Themes – Key recurring concepts that run throughout this course:
  - A. Vocabulary areas
  - B. Grammatical structures
  - C. Culture
  - D. Communication
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Cultural differences
  - B. Overdependence on one's native language and its cultural connotations
  - C. Demographic diversity of students
  - D. Acceptance of trial and error in oral communication
- III. Concepts – Key concepts that must be understood to address the issues:
  - A. Understanding of one's own language
  - B. Addressing various learning styles
  - C. Egocentrism as natural but ineffective
  - D. Quality participation
  - E. Necessity for organization in the communication process
- IV. Skills/Competencies (The following skills and competencies are taken from the KISS-FL Standards and incorporated into each specific course.)

**Standard 1** -- The student communicates competently in languages other than English.

- A. Benchmark 1.1 Conversational/Interpersonal Communication  
The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.
- B. Benchmark 1.2 Receptive/Interpretive Communication  
The student understands and interprets written and spoken language on a variety of topics.
- C. Benchmark 1.3 Productive/Presentational Communication  
The student conveys information, concepts, and ideas to listeners and readers for a variety of purposes.

**Standard 2** -- The student gains knowledge and understanding of target language cultures.

A. Benchmark 2.1

The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.

B. Benchmark 2.2

The student demonstrates an understanding of the relationship between the products and perspectives of the target language cultures.

**Standard 3** -- The student makes connections to other disciplines and to authentic sources through knowledge of a foreign language.

A. Benchmark 3.1

The student reinforces and furthers knowledge of other disciplines through foreign language.

B. Benchmark 3.2

The student uses authentic materials in the foreign language and within the culture to acquire information and perspectives.

**Standard 4** -- The student develops insight into the nature of language and culture.

A. Benchmark 4.1

The student understands the nature of language by making comparisons between the target and native languages.

B. Benchmark 4.2

The student examines cultural differences and similarities in the target and the native cultures.

**Standard 5** -- The student participates in multilingual communities at home and around the world.

A. Benchmark 5.1

The student applies language skills and cultural knowledge both within and beyond the school setting.

B. Benchmark 5.2

The student shows evidence of becoming a life-long learner by using the language for personal enjoyment and enrichment.

## **Learning Units**

(The following benchmarks are taken from the KISS-FL Standards and incorporated into each specific course.)

Benchmark 1.1

- I. Converses with appropriate forms of address and behavior in a variety of informal and formal settings
- II. Manages unforeseen circumstances and complicated situations
- III. Exchanges personal feelings and ideas in order to persuade others
- IV. Expresses individual perspectives and defends opinions
- V. Collaborates to develop solutions to problems
- VI. Initiates, sustains and concludes conversations on a wide variety of topics.
- VII. Asks and responds to open-ended questions
- VIII. Uses a variety of language strategies (short, responsive comments; pause fillers and circumlocution)

#### Benchmark 1.2

- I. Responds to complex directions, instructions and commands intended for native speakers
- II. Analyzes information based on complex oral or written descriptors
- III. Responds appropriately to mood and implied meaning (i.e. sarcasm, humor)
- IV. Gives and follows directions in an unfamiliar context

#### Benchmark 1.3

- I. Explains a complex process incorporating detailed instructions
- II. Gives a description orally using extensive detail
- III. Formulates and defends a position on a researched issue
- IV. Elaborates on present, past, and future events

#### Benchmark 2.1

- I. Uses language and behaviors appropriate to Spanish culture in an authentic settings
- II. Explains common behavior of the culture with a minimum of cultural bias
- III. Analyzes the cultural connotation or common words, phrases, and idioms

#### Benchmark 2.2

- I. Describes Hispanic culture through its visual arts
- II. Critiques relationships of diverse groups within the culture
- III. Analyzes the cultural significance of objects, images, and symbols of the target language culture
- IV. Evaluates the economic and social impact of contributions, tangible and intangible on the world

#### Benchmark 3.1

- I. Synthesizes information and gains further understanding of social studies
- II. Synthesizes information and gains further understanding of science

#### Benchmark 3.2

- I. Researches and synthesizes information from sources intended for native speakers of the language

#### Benchmark 4.1

- I. Uses knowledge of structural patterns in Spanish to communicate effectively

#### Benchmark 4.2

- I. Researches, analyzes and compares cultural perspectives as reflected in a variety of genres

#### Benchmark 5.1

- I. Maintains connections with the Spanish culture through the use of technology, media, and authentic sources
- II. Collaborates with resources in the community

#### Benchmark 5.2

- I. Immerses in the target language and culture
- II. Engages in a hobby or activity of the target culture

### **Learning Activities**

Learning activities will engage the student in the whole process of communication. Lecture, discussion, worksheets, small group projects, readings, viewing of various types of multimedia, in class and out-of-class speakers or cultural events, student

participation, conversation practice, practice situations and paired activities in the target language, quizzes and tests equip the student to complete the assessment tasks.

**Grade Determination**

The student will be graded on assessment tasks, examinations and quizzes, various other learning activities, and participation (discussion).