

CATALOG INFORMATION

Dept and Nbr: SPAN 58 Title: HIGH INTERMED CONV
Full Title: High Intermediate Conversation
Last Reviewed: 1/30/2012

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	2.00	Lecture Scheduled	2.00	17.5	Lecture Scheduled	35.00
Minimum	2.00	Lab Scheduled	0	1	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	2.00		Contact Total	35.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 70.00

Total Student Learning Hours: 105.00

Title 5 Category: AA Degree Applicable
Grading: Grade or P/NP
Repeatability: 26 - 18 Units Total
Also Listed As:
Formerly:

Catalog Description:
A high-intermediate oral communication course designed to improve those listening and speaking skills needed for successful interaction in social, academic, or work-related situations. Emphasis on finding, getting and keeping a job in the U.S. and communicating more effectively in social and academic contexts.

Prerequisites/Corequisites:
Completion of SPAN 50C, SPAN 2 or SPAN 3 with a grade of 'C' or better.

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: High-intermediate oral communication course designed to improve listening & speaking skills needed for successful interaction in social, academic or work-related situations. (Grade or P/NP)
Prerequisites/Corequisites: Completion of SPAN 50C, SPAN 2 or SPAN 3 with a grade of 'C' or better.

Recommended:
Limits on Enrollment:
Transfer Credit: CSU;
Repeatability: 18 Units Total

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:	Transferable	Effective: Fall 1981	Inactive: Fall 2019
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:
Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

LISTENING - The students will:

1. Understand majority of conversational speech including many common idioms and phrasal verbs.
2. Distinguish between main ideas and supporting details relating to everyday topics.
3. Understand some abstract topics when presented in a familiar context.
4. Understand descriptions and narrations of factual material and nontechnical prose.
5. Discuss cultural and contemporary issues.
6. Understand the use of register.
7. Infer meaning from context.
8. Acquire new vocabulary from context.
9. Pronunciation: understand most common reduced forms, inflectional endings, and stress and intonation patterns in statements and questions.

SPEAKING - The students will:

1. Narrate and describe in present, past and future time.
2. Use simple argument and persuasion.
3. Participate in casual conversations using many common idioms.
4. Give instructions and informational reports.
5. Use Spanish for warning, refusing, complaining, complimenting, agreeing, disagreeing, advising, and requesting assistance.
6. Express feelings such as humor, happiness, sadness, anger gratitude, and affection.
7. Use discussion strategies: getting and holding the floor, changing and returning to the topic, and reaching consensus.
8. Pronunciation: Produce most common reduced forms and inflectional

endings, correctly use most intonation patterns and word stress, self-monitor for pronunciation and oral grammar, and demonstrate an understanding of register.

Topics and Scope:

The topics and scope of this course vary slightly from semester to semester due to the selection of various conversation texts and/or materials.

CONTENT - Listening:

1. Conversations: taped, telephone, and face to face.
2. One way communication: directions, narratives, academic lectures, descriptions, radio and television broadcasts, announcements, instructions.
3. Content widens to include additional social and academic topics: current events, media, politics, cultural and moral issues, history, health, medicine, general science, economics, education, leisure, domestic and world issues, life, death, and afterlife, love and hate, male and female roles, geography, demography and technology, humor, literature and the arts, the world market, drugs and dependency, belief and ideologies, jobs, and professions, law and free will.

CONTENT - Speaking:

1. Content widens to include additional social and academic topics: current events, health and medical issues, politics, economics, education, leisure, cultural and moral issues, history, general science, print and electronic media, domestic and world issues, life, death, and afterlife, love and hate, male and female roles, geography, demography and technology, humor, literature and the arts, the world market, drugs and dependency, belief and ideologies, jobs and professions, law and free will.

TASKS - Listening:

1. Comprehension checks, dictation: variations such as cloze.
2. Listen to taped and live lectures, radio, television and films.
3. Clue searching, graphic fill-ins.
4. Paraphrasing, summarizing and note taking.
5. Selective listening, story rebuilding and party line, logical continuation.
6. Inferential listening, identifying sociolinguistic factors.
7. Information gap, listen to authentic sources such as Tel-Med or directory assistance to extract specific information.
8. Conduct a questionnaire or poll in or out of the classroom.

TASKS - Speaking:

1. Generate appropriate questions and responses.
2. Paired interviews, conduct survey and report to class, dialogues.
3. Story telling and completion, chain stories, picture stories: individual or in a group.
4. Small group consensus and problem solving, spontaneous response to an assigned topic, give a descriptive or process speech.
5. Give a short formal report supported with research, oral response current events, films, guest speakers, and field trips.
6. Monitored small group discussions, pose questions and respond appropriately to speakers.

7. Spontaneous and prepared debates.
8. Situations with complications, role plays.

Assignment:

Note: The following represent typical assignments for a Span 58 course:

1. Interviews with native speakers or Spanish outside of class.
2. Rhythm and intonation practice with songs, jazz chants and poetry.
3. Small group discussions based on lectures, films, and readings.
4. Role plays on work-related situations.
5. Video tapes of student written and produced skits and dialogues.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Reading reports, Lab reports, Essay exams, Term papers

Writing
5 - 45%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances

Skill Demonstrations
30 - 50%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Completion

Exams
20 - 35%

Other: Includes any assessment tools that do not logically fit into the above categories.

COMPLETION OF SEMESTER'S LANGUAGE LAB HOURS

Other Category
5 - 10%

Representative Textbooks and Materials:

Instructor-created materials consisting of current, photocopied articles and supplements.