

**SPAN 55 Course Outline as of Summer 2011****CATALOG INFORMATION**

Dept and Nbr: SPAN 55 Title: SPAN INTENSIVE WKSP

Full Title: Spanish Intensive Workshop

Last Reviewed: 11/25/1996

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	4.00	Lecture Scheduled	24.00	15	Lecture Scheduled	360.00
Minimum	1.00	Lab Scheduled	24.00	2	Lab Scheduled	360.00
		Contact DHR	0		Contact DHR	0
		Contact Total	48.00		Contact Total	720.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 720.00

Total Student Learning Hours: 1440.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 22 - 4 Times in any Comb of Levels

Also Listed As:

Formerly:

**Catalog Description:**

An intermediate-to-advanced oral and written communication course designed to improve those listening, speaking, reading and writing 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. Offered in compact immersion format. Reading and writing content applicable for native speakers, as well as non-natives.

**Prerequisites/Corequisites:****Recommended Preparation:**

Completion of Span 50B or Span 1 or equivalent.

**Limits on Enrollment:****Schedule of Classes Information:**

Description: An intermediate-to-advanced oral and written communication course designed to improve those listening, speaking, reading and writing skills needed for successful interaction in social, academic, or work-related situations. Offered in compact immersion format. Reading and

writing content applicable for native speakers, as well as non-natives. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Completion of Span 50B or Span 1 or equivalent.

Limits on Enrollment:

Transfer Credit:

Repeatability: 4 Times in any Comb of Levels

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>		Effective:	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

**Outcomes and Objectives:**

**TEAM-BUILDING:**

1. Through extensive group work, collaborative projects and other immersion techniques, students will improve their ability to work cooperatively and collaboratively with peers--to monitor group progress, to build a spirit of open dialog and cooperation, equitable division of labor, etc.

**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.

READING/WRITING - The student will be able to:

1. Construct sentences in present, past, future and subjunctive tenses.
2. Place written accents correctly.
3. Use commands formally and informally.
4. Write dialogs including the use of Spanish for warning, refusing, complaining, complimenting, agreeing, disagreeing, advising, and requesting assistance; and for expressing feelings such as humor, happiness, sadness, anger, gratitude, and affection.
5. Read a short story or poem with moderate comprehension and summarize it orally or in writing.
6. Write narratives at a level of complexity appropriate to the student's ability level.

### **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.

#### TASKS - Reading/Writing

1. Writing and reading tasks will consist of preparation and presentation of student projects--short or long--which fulfill and facilitate the above-listed listening and speaking tasks and content.

#### **Assignment:**

Note: The following represent typical assignments for a Span 55 course:

1. Interviews with native speakers of 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.
6. In-class and out-of-class reading assignments done in preparation for, and in tandem with, classroom presentations.
7. In-class and out-of-class writing assignments done in preparation for, and in tandem with, classroom presentations.

#### **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, Essay exams, Term papers

Writing  
24 - 50%

**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, Performance exams

Skill Demonstrations  
49 - 75%

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

Multiple choice, True/false, Matching items, Completion

Exams  
1 - 20%

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

COMPLETION OF ASSIGNED LAB HOURS

Other Category  
0 - 20%

**Representative Textbooks and Materials:**

Calderon-Young and R. Mebane, MAS FACIL, Prentice Hall, 1996.

Alice Kosnik, A ESCRIBIR! Workbook, National Textbook Company, 1982.

Alice Kosnik, YA ESCRIBIMOS Workbook, National Textbook Company, 1982.