

**SPAN 50B Course Outline as of Fall 2005****CATALOG INFORMATION**

Dept and Nbr: SPAN 50B Title: BEG CONVERSATION-2

Full Title: Conversation for Beginners - Part 2

Last Reviewed: 11/25/2019

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	1.00		Contact DHR	17.50
		Contact Total	4.00		Contact Total	70.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 175.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

A high-beginning/low intermediate oral communication course designed to improve those listening and speaking skills needed for cross-cultural understanding in social, academic, and work-related situations. Not open to native speakers of Spanish. Not open to students with two years of high school Spanish or one year of college Spanish with "A" or "B" grade within the past three years.

**Prerequisites/Corequisites:**

Completion of SPAN 1 or SPAN 50A with a grade of 'C' or better.

**Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100

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

Description: High- begining/low intermediate oral communication course designed to improve those listening & speaking skills needed for cross-cultural understanding in social, academic & work-related situations. (Grade or P/NP)

Prerequisites/Corequisites: Completion of SPAN 1 or SPAN 50A with a grade of 'C' or better.



Recommended: Eligibility for ENGL 100 or ESL 100  
Limits on Enrollment:  
Transfer Credit: CSU;  
Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **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>	Transferable	Effective: Fall 1981	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

**Outcomes and Objectives:**

**LISTENING:**

Recognize greetings, introductions, invitations; understand simple statements, questions and answers, and face to face conversations in standard dialect; with authentic material such as radio and TV broadcasts, conversations, instructions, can get the gist, main ideas, and relevant details; answer basic comprehension questions on a lecture or film and take rudimentary notes; take part in class discussions and debates; understand common reduced forms; recognize common idioms and phrases; begin to infer meaning from context; detect mood, attitude, urgency in speech.

**SPEAKING:**

Create utterances not limited to very familiar or memorized material; express agreement, disagreement; invite, suggest, refuse, accept; begin to make use of conversational strategies, such as asking for clarification, repetition, making small talk, initiating a topic, understanding body language, and gestures, interrupting politely; handle simple survival situations in banking, shopping, transportation; give a formal presentation; deal with common pronunciation errors; recognize and produce grammatical inflections; make many sound-spelling connections.

**Topics and Scope:**

Content and topics will vary somewhat, but will reflect beginning communicative skills required to function in cross-cultural, academic, social, and job-related situations.

CONTENT (Listening):



Social situations such as greetings, introductions, invitations, and appointments polite formulaic expressions; everyday topics such as: transportation, custom agents and travel; telephone conversations, directions, instructions and correspondence, leisure, hobbies, customs, sports, money matters, bank, health, shopping, numbers (ordinal and cardinal), urban and rural life, cars and maintenance, office equipment and use, social and civil responsibilities; tragedies common to men; immigration.

**CONTENT (Speaking):**

Personal, biographical information; numbers 1 - 1000; restaurants and food; asking and giving directions; leisure, hobbies, and customs; transportation; telephone conversations; lodging; money matters; health; post office; shopping; social situations: invitations, greetings, introductions, appointments, polite formulaic expressions; urban and rural life; cars and maintenance; office equipment and use; social and civil responsibilities; tragedies common to all; immigraton.

**TASKS (Listening):**

Listen for the gist; listen with visuals; graphic fill-ins; selective listening; comprehensions check; dictation and variations; clue searching; physical response; note taking; story building; prelistening activities; paraphrase.

**TASKS (Speaking):**

Personalized questions, completions; sentence building; dialogue and story adaptation; create a story with visuals; chain stories; explain a process; interviews, surveys, and polls conversations cards; group consensus, problem solving; story telling; role playing; simple debates; information gap; give definitions and descriptions; ask relevant questions.

**Assignment:**

Assignments and activities will include individual, pair, and small group work, such as role-plays, interviews, problem-solving activities, dialogues, and skits. Students will perform functional assignments in the community, such as requesting information over the telephone.

**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
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Writing 15 - 25%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.



None	Problem solving 0 - 0%
<b>Skill Demonstrations:</b> All skill-based and physical demonstrations used for assessment purposes including skill performance exams.	
Class performances	Skill Demonstrations 30 - 35%
<b>Exams:</b> All forms of formal testing, other than skill performance exams.	
Multiple choice, True/false, Matching items, Completion	Exams 30 - 35%
<b>Other:</b> Includes any assessment tools that do not logically fit into the above categories.	
Completion of semester's language lab hours	Other Category 15 - 25%

**Representative Textbooks and Materials:**

?COMO SE DICE . . .?, Jarvis et al, Heath current edition  
A Spanish-English Dictionary.