

**SPAN 50A Course Outline as of Fall 1981****CATALOG INFORMATION**

Dept and Nbr: SPAN 50A Title: BEG CONVERSATION-I

Full Title: Conversation for Beginners - Part I

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	0.50	Lab Scheduled	1.00	3	Lab Scheduled	17.50
		Contact DHR	0		Contact DHR	0
		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 beginning oral communication course designed to improve those listening and speaking skills needed for survival at school, on the job, and in the community. Students participate in a variety of oral and written activities which promote pronunciation, comprehension, and communication abilities. 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. Not open to native speakers of Spanish.

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

Eligibility for ENGL 100A or ENGL 100.

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

Description: Beginning oral communication course designed to improve listening & speaking skills needed for survival at school, on the job, & in the community. Participate in a variety of pronunciation, listening & conversational activities to improve their oral/aural competency.

(Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100A or ENGL 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:
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<b>CSU Transfer:</b>	Transferable	Effective:	Fall 1981	Inactive:
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<b>UC Transfer:</b>	Effective:	Inactive:
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**CID:**

**Certificate/Major Applicable:**

Not Certificate/Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

#### **LISTENING**

Students should be able to: understand short utterances drawn from familiar material and identify types of authentic listening texts such as radio commercials, newscasts; respond to common social questions using stock phrases; understand directions and time; begin to understand utterances needed for shopping, banking, transportation, emergencies; acquire new vocabulary from context; recognize and understand most reduced forms and relaxed speech; respond appropriately to the teacher's instructions; pick out main ideas and key words in familiar material; begin to understand content questions.

#### **SPEAKING**

Students should be able to: use limited memorized material in simple statement or question form (wh- and yes/no); identify and name objects, people, places, signs; give name, place of origin, and simple personal information; express belonging to family, institution, organization; express minimal courtesy; express agreement; disagreement, invitation, suggestion, refusal, acceptance; ask common social questions using stock phrases; ask for and give directions and time; begin to produce utterances for emergencies; recognize and produce English phonemes; recognize problems own language presents when trying to produce Spanish sound system; begin to convey appropriate meaning by using word stress, and statement or question intonation; recognize and produce grammatical inflections, ask teacher to repeat if unable to understand; begin

to ask information questions related to class content; be able to give a short, formal report.

## Topics and Scope:

### CONTENT (Listening and Speaking)

Self-identification, personal information; nationalities, occupations; basic classroom objects, structures and classes; colors; numbers 1 - 1,000,000; money demoninations, buying; clothing, shopping; telling time; calendar, dates, holidays, celebrations, seasons, weather; family members, simple greetings and courtesy expressions; understanding directions; interpreting feelings, emotions, and body language; house, home and society; food and drink; travel, transportation; health, body; job search; alphabet; cognates; pronunciation; interrogatives.

### TASKS (Listening)

Listening for the main idea; listening with visuals; graphic fill-ins; selective listening; comprehension checks; dictation and variations; clue searching such as listening for cues to meaning in a text: syntactic features; actors, action, object; listening readiness (prelistening) activities; information gap tasks.

### TASKS (Speaking)

Questions; completion and cloze exercises; true or false; matching; sentence builders; word associations; group puzzles; surveys and polls; conversation cards; forced choice; slash sentences; directed dialogue; logical conclusions; information gap; conduct simple interview and report back to class.

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

## Assignment:

Assignments and activities will include individual, pair and small group work, such as role-plays, interviews, problems-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, Oral/written class exercises
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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.	
Listening comprehension,speakg	Skill Demonstrations 30 - 35%
<b>Exams:</b> All forms of formal testing, other than skill performance exams.	
Multiple choice, True/false, Matching items, Completion, Translation	Exams 30 - 35%
<b>Other:</b> Includes any assessment tools that do not logically fit into the above categories.	
Completion of required language lab hours	Other Category 15 - 25%
<b>Representative Textbooks and Materials:</b> COMO SE DICE . . .? by Jarvis, et al, Heath, current edition	