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Materials: Spinelli, Emily. Garcia, Carmen, Carol Flood, ***Interacciones***. Boston: Heinle, 2009.

Course Description: Spanish Conversation is designed to develop written and oral expression and self-confidence in expressing ideas in Spanish through grammar study, writing experiences, spontaneous and prepared talks, group and partnered discussions, and impromptu translation exercises. The course materials have been selected to provide a starting point for discussion in order to draw the students into real life speaking situations and to provide more refined usage of idiomatic expressions and pronunciation.

DICTIONARY: You should obtain a good Spanish/ English dictionary for use at home. You will need it to complete reading and writing assignments.

GOALS: In this course, we will work on mastering practical spoken Spanish in its cultural context. Our goal is to use the language strategically, to accomplish objectives and resolve conflicts, in culturally accurate circumstances using appropriate vocabulary. A communicative approach will be used to help students engage in a conversation and understand written and spoken language. In order to demonstrate a better understanding of practices, products and perspectives of other cultures, students will be exposed to a variety of realia and authentic materials. These authentic materials will be used in conjunction with activities designed to develop student's reading and writing skills.

In this course, class activities will help you to:

- develop the ability to start and **sustain** a conversation
- handle common situations in Spanish
- discuss differences of opinion
- enhance your fluency
- acquire confidence in using your Spanish
- expand your vocabulary
- acquire information about life, problems and current trends in the Hispanic world using various types of media (print, film etc.)
- develop sensitivity to Hispanic traditions and customs

The activities, projects and evaluation materials for this course have been designed in order to meet the ACTFL Proficiency Guidelines and Standards:

Communication: Communicate in Languages Other than English.

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information. Concepts and ideas to an audience of listeners or readers on a variety of topics.

Cultures: Gain Knowledge and Understanding of Other Cultures.

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studies.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections: Connect with Other Disciplines and Acquire Information.

Standard 3.1 Students reinforce and further their knowledge of other disciplines through foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

Comparisons: Develop Insight into the Nature of Language and Culture.

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities: Participate in Multilingual Communities at Home and Around the World.

Standard 5.1: Students use the language both within and beyond school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Skills and Content, according to the ACTFL Proficiency Guidelines:

Speaking (Novice-Mid): Student should be able to produce isolated words and learned phrases, handling simple, elementary needs and expressing basic courtesies.

Listening (Novice-Mid): The student should be able to understand short, learned utterances and some sentence-length utterances, including simple statements, questions and high-frequency commands and courtesies.

Reading (Novice-High): The student should be able to recognize and identify symbols, highly contextualized words and phrases, including cognates and borrowed words. The student should also be able to read for instructional and directional purposes, such as some items on menus, schedules, maps, signs.

Writing (Novice-High): The student should be able to transcribe familiar words or phrases and reproduce some from memory. The student should also be able to write simple fixed expressions and supply information on simple forms and documents. Student should be able to write simple autobiographical information as well as short phrases.

Culture: Students will be asked to demonstrate an understanding of the new culture. Student will demonstrate understanding of the concept of culture and the role of language through comparisons of the new culture and language studied and their own.

GRADING:

Vocabulary & Grammar Assessments (written work)	30%
Preparation for and participation in class discussions	20%
Group/Partnered scenarios and presentations	20%
Lab work & Dialogues	20%
Homework	10%

ATTENDANCE AND COURSE POLICIES: This is a college level **conversation course**. Class attendance and active participation in discussions are **integral** to the course. Students are expected to attend **ALL CLASSES**. There are no make-ups for unexcused absences. However, you are responsible for all material covered on days that you are absent. **You should plan on studying daily and on completing all homework assigned on time as it is these assignments that provide the base for many of the conversations that will take place.** Arriving to class on time and participating actively every day are a must.

PREPARATION AND PARTICIPATION IN CLASS DISCUSSIONS: Thorough preparation of all assignments is essential for active participation in class and is expected of all students. Daily in-class participation will be assessed as follows (rubric will be provided):

VOCABULARY/GRAMMAR ASSESSMENTS & OTHER WRITTEN WORK: After the completion of one or two chapters, you will be given a written quiz measuring your knowledge of specific vocabulary, grammar and information presented in those chapters. The quizzes will consist of multiple choice, fill in the blank, matching, dialogue completion and short essay questions.

PRESENTATIONAL PROJECT (Taped Role-Play one per quarter)

- The project involves a dialogue between you and another classmate based on a *Situación* found in the textbook.
- The project recording should be at least 5 minutes long and must be accompanied by a transcript (written version of the dialogue).
- It may be recorded digitally and submitted in class or via email
- Projects may be done individually or in groups (to be determined by the teacher)
- If you are assigned to a group, each student should participate equally in creating and participating in the dialogue.
- **Reading the dialogue is not acceptable and will result in deductions.**
- Grading will be based on your ability to communicate the message, your fluency, content, vocabulary, grammatical accuracy, pronunciation, and intonation.
- Students should have *Situación* to work on by mid-quarter. (a partner if necessary)
- Due date will be announced each quarter.

HORARIO TENTATIVO:

- Septiembre: Un Autorretrato/La Vida de Todos
 - Finding out about others: ¿Quién soy yo?
 - Expressing frequency and sequence of actions: Un día típico
 - Expressing lack of comprehension: La rutina diaria
 - Writing personal letters and email messages: Un gimnasio al aire libre
 - Relevant Culture
 - Numbers
 - Present tense (regular & irregular)
- Octubre: En familia
 - Greetings and Leave takings: Los domingos en familia
 - Extending, accepting and declining invitations: La boda de Luisa María Luisa
 - Extending and Replying to a written invitation: El Día de los Muertos
 - Relevant Culture
 - Imperfect tense (regular & irregular)
 - Agreement of adjectives
 - Possessive Adjectives
 - ◆ Film “Mi Familia”
- Noviembre: El Restaurante
 - Ordering in a Restaurant: Me encantan las enchiladas
 - Making introductions: Fuimos a un buen restaurante
 - Improving Accuracy: El festival de las enchiladas
 - Relevant Culture
 - Indirect object pronouns

- Verbs like GUSTAR
- Commands (formal & informal)
 - ◆ Film: “Like Water for Chocolate”
- Diciembre: De vacaciones
 - Making a personal phone call: En el complejo turístico
 - Circumlocution: Diversiones nocturnas
 - Lectura cultural: Los «castells»
 - Relevant Culture
 - Preterite
 - Future, indefinite future
- Enero: En la Universidad
 - Classroom expressions: ¿Dónde está la facultad de ingeniería?
 - Talking about the weather: Mis clases del semestre pasado
 - Summarizing: La informática en Costa Rica
 - Relevant Culture
 - Discussing contrary to fact situations: If, then clauses
 - ◆ Film: “Stand and Delivery”
- Febrero: Las relaciones
 - Discussing friendships, using adjectives: La amistad
 - Talking about feelings: El amor
 - Relevant Culture
 - Subjunctive tense
 - Reciprocal actions
- Marzo: En la ciudad
 - Asking for , understanding, and giving directions: ¿Dónde está el museo
 - Persuading: ¿Qué vamos a hacer hoy?
 - Keeping a journal: La corona mochica
 - Relevant Culture
 - Passive se and third person plural passive
 - Nosotros commands
 - ◆ Film: “Motorcycle Diaries”
- Abril: Los deportes/Current Events
 - Discussing sports and games: ¿Fuiste al partido el domingo?
 - La importancia de deportes en el mundo latino
 - Atletas famosos
 - Media & Current Events
 - Discussing world news
 - Talking about television and its impact on society
 - Newspapers and magazines
 - ◆ Imperfect Subjunctive
- Mayo/Junio

- Politics, Government & Business
 - Explaining and hypothesizing: Las elecciones presidenciales en Chile
 - Identifying a point of view: Los hispanos en Nueva York
 - Doing banking: En el banco
 - Making a business phone call: Quisiera hablar con el jefe
 - Writing a business letter/letter of complaint, Identifying levels of politeness

- Year in Review
 - Relative pronouns
 - Progressive tenses
 - Comprehensive Review of all tenses covered