

**SPANISH 280: Conversational Spanish**  
**SECCIÓN 62262**

**Instructor:** *María Mercedes Fages Agudo*

**Días y horas:** *Mondays 2-3:50pm*

**E-mail:** [fagesagu@usc.edu](mailto:fagesagu@usc.edu)

**Office Hours:** *W 10:00 to 11:00 am or by appointment*

**<https://usc.zoom.us/j/7553281910>** Meeting ID: 755 328 1910



**IMPORTANT DATES:**

- Last day to drop without a mark of "W" and receive a refund *February 5<sup>th</sup>, 2021*
- Last day to withdraw without a "W" on transcript or change pass/ no pass to letter grade *March 5<sup>th</sup>, 2021*
- Last day to drop with a mark of "W" *April 9<sup>th</sup>, 2021*

**COURSE MATERIALS:**

BBC Mundo <http://www.bbc.com/mundo>

CNN en Español <http://cnnespanol.cnn.com/>

Univisión <http://www.univision.com/entretenimiento/chismes>

Jotdown <http://jotdown.es>

Yorokobu: <http://yorokobu.es>

**Streaming Media Databases:** Digitalia, VeoEduca, and Kanopy

News databases:

- [Noticias en español](#)
- [Latin American News Digest](#)
- [Latin American Newsstream](#)
- [Prensa Escrita](#) (non-library)

In general, if there are any news publications you'd like to review (like El Pais), you go to <https://libraries.usc.edu/>, click on "Find," then "Journals". Even though it says "journals" it will also tell you where and for what years they have access to specific magazines and newspapers, too.

**SUGGESTED RESOURCES:**

Grammar reference text

Online dictionary: <https://www.wordreference.com/>

**COURSE DESCRIPTION:**

Spanish 280 is a conversation course designed for students who want to improve their spoken Spanish. The course is built around research, personal presentations, viewing of videos and news. In order to derive the greatest benefit from the course, it is recommended that students read the news and watch videos daily. This reading and viewing constitute the basis for our classroom discussions.

To start the semester, students will present themselves in a brief video (~3min.) to be posted to a BB blog by the end of the first week of class. All will watch and comment.

Each Monday, one student will select one article, video, short film, or add. They will create questions and send everything to the instructor who will post them in a BB Discussion Board. Outside of class, students will read and contribute in written, audio or video form to the discussion. The questions written by the presenter will guide their contributions. Students may also add more recent articles or videos as a part of their comments. Clearly, topics that are of interest to the group will stimulate greater discussion.

During each class session, the instructor will take a grammar point proposed, review it and show its use in some of our discussions. I will take questions and offer practices, as desired by the group.

Students will also interview a native speaker of Spanish in an area of their interest (area of study, personal interest, professional interest, etc.) and (video) record it (≤ 10min.). All students will view/listen to the interviews and comment on them in discussion boards and in class.

All these activities require students to speak in situations of varying formality that reflect the standard use of different varieties of Spanish. At the end of the semester, each student will have a formal oral interview with the professor who will rate the student's level and offer ways in which the student might move up to the next level of oral proficiency.

**COURSE GOALS:**

In Spanish 280, you will improve your oral Spanish proficiency by:

- developing your listening comprehension via discussions, videos, blogs and discussion boards
- engaging in regular guided discussions of current events
- increasing your receptive and productive vocabulary
- recognizing and using appropriate grammar
- interviewing and being interviewed formally in Spanish

**COMMUNICATIVE OBJECTIVES:**

- Participate actively in conversations in most informal and some formal settings on topics of personal and public interest
- Narrate and describe across major timeframes
- Assert and sustain opinions on current events
- Discuss critically current events, trends, culture
- Pronounce Spanish in a manner that is comprehensible to non-sympathetic listeners
- Demonstrate basic knowledge of the cultures of the Spanish-speaking world through current events

**COURSE METHOD:**

Classes are conducted entirely in Spanish. We will discuss the previous weeks' news guided by a student and treat any vocabulary or structural questions. We will also do a brief listening comprehension task to check close listening, general comprehension, and interpretation, if desired by the group. We will also comment on the blog activity of the week. We will discuss the student interviews of native speakers. At the end of the semester, each student will take an oral proficiency interview.

**ATTENDANCE**

**Attendance in class is critical to your success in this course. You are allowed 1 unexcused absence without incurring a negative impact on your grade. However, after you have used up your 1 unexcused absence, each subsequent absence will have a penalty of 1% point.**

*For example:*

*Final course grade before absence penalty=85%*

*5 unexcused absences - 1 "freebie" = 4 unexcused absences      Final course grade= 81%*

**GRADE BREAKDOWN:**

Video- Personal Presentation	10%
Class Participation	15%
Class Presentation	20%
Blogs/Discussion Boards	20%
Video- Interview of Spanish Speaker	15%
Final Oral Proficiency Interview	20%
<b>Total</b>	<b>100%</b>

**COURSE REQUIREMENTS:**

**Video- Personal Presentation:**

During the first week of the semester, students will post video blogs introducing and describing themselves. These will be 3 - 4 minute descriptions where students will include where they are from, what they study, likes, dislikes, leisure activities, previous contact with Spanish, reason for taking the course. The introduction is graded completed (100%) or not (0%). There is no assessment of grammar or vocabulary. The introduction will help me evaluate your progress.

**Class Participation:**

All students will be expected to participate actively in class in Spanish. The grade will include: evidence of preparation, engagement, contributions to discussions, attempts at the use of new vocabulary, demonstration of comprehension of assigned material. This is a conversation course, so you must speak. Participation will be evaluated in weeks 5, 10 and 16.

**Class Presentation:**

Students will select an article, video, etc. to present to the class. The instructor will make the information available via a discussion board to the rest of the class a week prior to the day of the presentation. During that week, the presenter is in charge of the discussion board, answering their classmates' questions, advancing the discussion, etc. Then students will present formally on the articles/topics they selected. The information in the presentation should go beyond what the class has already seen and should engage class members in discussion. Students will be graded on the quality and quantity of information presented, its relevance, and their ability to engage (and sustain) classmates in discussion.

**Blogs/Discussion Boards/and others:**

Each week students will discuss current news articles, short films, adds, etc. selected by a student. The discussion board contribution may be written, audio, and/or video. Quantity and quality of posts form the basis for their grade (minimum of two per week required).

**Video- Interview of a Spanish Speaker:**

Students will select a native speaker of Spanish (not a heritage speaker) whom they would like to interview and record (video) an interaction during which the student speaks at least 8-10 minutes. The interview should be as natural a discourse as possible and not an interrogation (list of questions). The professor must approve the subject by the end of the week five and the interview must be completed and posted by end of week thirteen.

**Final Oral Proficiency Interview:**

On the day indicated, students will meet with the instructor to speak individually in Spanish for 8-10 minutes about themselves, general topics of interest, and topics from the course. More details about the interview will be given in class.

**STATEMENT FOR STUDENTS WITH DISABILITIES**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure that the letter is delivered to me as early in the semester as possible. DSP is located in GFS 120 and is open from 8:30-5:00 p.m., Monday through Friday. The phone number is (213) 740-0776.

**STATEMENT ON ACADEMIC INTEGRITY**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's academic work as one's own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code

in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

**SUPPORT SYSTEM:**

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and micro-aggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

*Diversity at USC – <https://diversity.usc.edu/>*

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students.

## **1. Plan del semestre**

**Semana 1 - viernes 18**

**Semana 2 -18 de enero**

**NO HAY CLASE: Martin Luther King Day**

Enfoque: *Conocernos*

Material: TRABAJAR EN LOS VIDEOS DE PRESENTACIÓN.

## **2. ¿Quiénes somos? Reflexión sobre los estudiantes, sus vidas, preferencias, orígenes, etc..**

**Semana 3 – 25 de enero -1**

Introducción al curso

Requisitos

Presentaciones

**Semana 4 – 1 de febrero -2**

Conocernos mejor: Discusión sobre los videos de los compañeros/as.

Nuestra familia y ¿quién nos inspira en la vida?

Punto gramatical: Pretérito

**Fecha límite para seleccionar día y tema de presentación (Google document)**

**Semana 5 – 8 de febrero -3**

Enfoque: Mi ciudad y mi infancia. La globalización

Punto gramatical: Imperfecto

**Fecha límite para elegir el participante de la entrevista**

## **3. Nuestro mundo:**

**¿Qué nos llama la atención? Selección de artículos sobre aspectos de nuestra sociedad, política, economía, etc.. que nos llaman la atención.**

**Semana 6 – 15 de febrero**

**NO HAY CLASE: President's Day**

**Semana 7 – 22 de febrero -4**

Presentaciones: (2 estudiantes)

Enfoque: Los mejores recuerdos

Punto gramatical: Pretérito vs. Imperfecto

**Semana 8 – 1 de marzo -5**

Presentaciones: (2 estudiantes)

Enfoque: Opinamos y debatimos

Punto gramatical:

**4. Rompiendo estereotipos**

**Selección de artículos sobre personas, instituciones, organizaciones, etc... cuyo trabajo es romper estereotipos /educar a la sociedad actual.**

**Semana 9 – 8 de marzo -6**

Presentaciones: (2 estudiantes)

Enfoque: ¿Estereotipos? No, gracias

Punto gramatical: Opiniones: Indicativo vs. Subjuntivo

**Semana 10 – 15 de marzo -7**

Presentaciones: (2 estudiantes)

Enfoque: Comencemos por la educación

Punto gramatical: Subjuntivo: Deseos, consejos, etc...

**5. Arte y cultura Selección de artículos sobre artistas, obras artísticas o eventos actuales.**

**Semana 11 – 22 de marzo -8**

Presentaciones: (2 estudiantes)

Enfoque: El cine, la televisión y su influencia

Punto gramatical: Un poco más de subjuntivo: Subordinadas adjetivas y adverbiales

**Semana 12 – 29 de marzo -9**

Presentaciones: (2 estudiantes)

Enfoque: El arte

Punto Gramatical: Futuro

**Semana 13 – 5 de abril -10**

Presentaciones: (2 estudiantes)

Enfoque: Sin música no vivo

Punto gramatical: Subjuntivo

**Semana 14– 12 de abril**

Presentación: Presentaciones: (2 estudiantes)

Preparar exámenes orales

***Fecha límite para subir las entrevistas***

**Semana 15 – 19 de abril**

***Exámenes orales individuales***

Ver entrevistas de compañeros/as

**Semana 16 – 26 de abril**

Enfoque: Discutir las entrevistas de nuestros compañeros

Despedida

Evaluaciones

