

SPANISH 280: Conversational Spanish

Instructora: M. Mercedes Fages Agudo

Días y horas: Mondays 2:00 - 3:50pm

Clase: THH 117

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Horas de oficina: W 12:30 to 1:30 pm or by appointment

<https://usc.zoom.us/j/7553281910>

IMPORTANT DATES

- Last day to add the course or drop without a mark of “W” and receive refund. Friday, January 28, 2022
- Last day to drop a class without a mark of “W” (tuition charges still apply) or change pass/no pass to letter. Friday, February 25, 2022
- Last day to drop a class with a mark of “W” on transcript. Friday, April 8, 2022

Students are expected to comply with all aspects of USC’s COVID-19 policy. Failure to do so may result in removal from the class and referral to Student Judicial Affairs and Community Standards.

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>

Newtral: <https://www.newtral.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.

COURSE DESCRIPTION:

Spanish 280 Spanish Conversation is an advanced conversation course designed for students who want to improve their communicative abilities in Spanish. With this goal in mind, the course will also provide exposure to the other language skills (reading and listening-comprehension, writing, vocabulary acquisition, socio-cultural competence) which are integral to developing speaking fluency. Certain grammar points will be reviewed based on the texts and on issues that arise in class.

This course combines a content-based language instruction with an interactive task-based approach. Individual and group presentations provide students with practice in making formal presentations in Spanish, a skill that is necessary for many professional settings. Classroom, blogs and small group discussions will provide practice in a more informal style of speech. These activities are designed to improve the students' conversational skills and practical knowledge about culture and language both in formal and informal settings.

COURSE GOALS:

In Spanish 280, students will further develop their oral Spanish proficiency by:

- improving their communicative abilities (especially at the presentational mode)
- improving their pronunciation.
- developing their reading comprehension via discussions, videos, blogs and discussion boards
- engaging in regular guided discussions of current events
- interviewing and being interviewed formally in Spanish
- assert and sustain opinions
- expanding their vocabulary in Spanish so as to enable them to understand a variety of texts: films, articles, interviews, literature pieces, etc.
- recognizing and using appropriate grammar
- expanding their cultural knowledge of the cultures of the Spanish-speaking world.

COURSE METHOD:

Classes are conducted entirely in Spanish. During the semester, students will discuss a variety of topics and treat any vocabulary or structural questions. They will also do brief listening or reading comprehension tasks to general comprehension, and interpretation. Students will also post and comment on discussion boards or blogs weekly and, finally, they will discuss other student's personal videos and 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 and therefore required. All students will be expected to participate actively in class in Spanish.

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%
Total	100%

GRADING SYSTEM

PERCENTAGE	LETTER	PERCENTAGES	LETTER GRADE
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

COURSE REQUIREMENTS:

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 we do expect you to be an active member of the class. Participation will be evaluated in weeks 7, and 15.

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 Presentation:

Students will select an article, video, etc. to present to the class and prepare some questions to be discussed during the day of the presentation. 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 so everyone has time to think and reflect prior to the presentation. The day of the presentation assigned student will present formally on the articles/topics they selected. The information in the presentation and the questions posted by the presenter to classmates should engage class members in discussion. Presenters 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 be invited to participate in weekly Blogs created to talk about the group, likes and dislikes, favorite memories, worries, etc. 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) for 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 topic of discussion by the end of the week five and the interview must be completed and posted by end of week twelve.

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.

EXTRA CREDIT

The Spanish Basic Language Program may offer extra credit opportunities intended to foster experiential learning of any and all aspects of the Spanish-speaking world. Extra credit opportunities will require students to sign up formally between weeks 4 and 12 of the semester. Under no circumstances will extra credit assignments be accepted after their submission deadline. In the same way, no student will be allowed to sign up for extra credit after week 10 in the semester. The decision to offer extra credit opportunities rests with the individual instructor and will be extended to the entire class, and not an individual student. All extra credit submissions are subject to the University's academic integrity standards.

ACCOMODATION IN THE LANGUAGE PROGRAM: OSAS

Any student requesting academic accommodations based on a disability is required to register with Office of Disability Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please present your letter of accommodation to your instructor as early in the semester as possible, preferably during the first week of classes. Arrangements for accommodations for chapter exams are done individually with your instructor. Requests for accommodations for final exams require the OSAS test proctoring form, signed by the student and the professor and submitted to OSAS by the student, two weeks prior to the beginning of the final exam period. OSAS is located in 3601 Watt Way, Grace Ford Salvatori Hall 120, and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for OSAS is (213) 740-0776. They can be reached via email at ability@usc.edu.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

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 microaggressions 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.

TEMARIO DEL SEMESTRE:

• **Semana 1 – lunes 10 de enero**

Presentación del Syllabus, de los requisitos, de la clase, etc.

• **Semana 2 - lunes 17 de enero** NO HAY CLASE: Martin Luther King Day

Enfoque: *Conocernos*

Material: Trabajar en los videos de presentación y subirlos a Blackboard para el lunes 17 de enero. Usar la semana del 17 al 24 de enero para ver tres videos de compañero/as y tomar nota sobre ellos.

1. ¿Quiénes somos? Reflexión sobre los estudiantes, sus vidas, preferencias, orígenes, etc..

• **Semana 3 – 24 de enero**

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

Enfoque: La Familia

Punto gramatical: Presente, Gustar y concordancias

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

• **Semana 4 – 31 de enero**

Enfoque: Mi ciudad y mi infancia. La globalización

Punto gramatical: Imperfecto

• **Semana 5 – 7 de febrero**

Presentaciones: (2 estudiantes)

Enfoque: ¿Quién nos inspira en la vida?

Punto gramatical: Pretérito

Fecha límite para elegir el participante y el tema de la entrevista

2. Nuestro mundo: ¿Qué nos llama la atención? Selección de artículos sobre aspectos de nuestra sociedad, política, economía, etc. que les interesen.

• **Semana 6 – 14 de febrero**

Presentaciones: (2 estudiantes)

Enfoque: Un día puede marcar la diferencia

Punto gramatical: Pretérito vs. Imperfecto

• **Semana 7 – 21 de febrero** **NO HAY CLASE: President's Day**

Semana 8 – 28 de febrero

Presentaciones: (2 estudiantes)

Enfoque: ¿Y tú qué piensas? No, gracias - Opinamos y debatimos

Punto gramatical: Opiniones: Indicativo vs. Subjuntivo

- **Semana 9 – 7 de marzo**

Visita a un Museo

Presentaciones: (2 estudiantes)

Enfoque: Hablar de arte – vocabulario y expresiones

Punto gramatical: Un poco más de subjuntivo: Deseos, consejos, etc...

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

- **Semana – 14 de marzo** **NO HAY CLASE: Spring Break**

- **Semana 10 – 21 de marzo**

Presentaciones: (2 estudiantes)

Enfoque: Nuestras formas de manifestación artísticas favoritas (música, pintura, grafitis, etc...)

Punto Gramatical: Futuro

- **Semana 11 – 28 de marzo**

Presentaciones: (2 estudiantes)

Enfoque: El 2050, ¿qué nos traerá el mundo?

Punto gramatical: Condicional

- **Semana 12 – 4 de abril**

Presentación: (3 estudiantes)

Preparar exámenes orales

Fecha límite para subir las entrevistas

- **Semana 13– 11 de abril**

Exámenes orales individuales

- **Semana 14 – 19 de abril**

Exámenes orales individuales (cont.)

- **Semana 15 – 26 de abril**

Enfoque: Discutir las entrevistas de nuestros compañeros

Despedida y Evaluaciones