

**SPANISH 280: Conversational Spanish**  
**SPAN62275**

**Instructora:** M. **Mercedes** Fages Agudo.

**Días y horas:** Mondays 4:00 - 5:50pm.

**Clase:** THH117

**Horas de oficina:** M 2-3pm in THH156H  
or by appointment via zoom

<https://usc.zoom.us/my/mercedes.fages>

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



*“Yo creo que, si siempre pudiéramos hablar bien con toda la gente, tal como queremos, y tuviéramos un tiempo, un plazo narrativo, una pausa para hablar y ser escuchados y escuchar, quizá no escribiríamos”, afirma la escritora Carmen Martín Gaité en uno de sus ensayos.*

**IMPORTANT DATES**

- Last day to add the course or drop without a mark of “W” and receive refund. Last day to enrol option to pass/no pass or audit. Friday, September, 13<sup>th</sup>, 2024
- Last day to drop a class without a mark of “W” (tuition charges still apply) or change pass/no pass to letter. Friday, October 11<sup>th</sup>, 2024
- Last day to drop a class with a mark of “W” on transcript. Friday, November 15<sup>th</sup>, 2024

## **COURSE MATERIALS:**

### **Newspapers and magazines:**

- 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

### **TV News:**

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

### **Podcasts:**

- <https://radioambulante.org/en>

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 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:**

Participation	15%
Video_Personal Presentation	10%
Weekly Discussions	20%
Class Presentation/Service-Learning	20%
Video_Interview of Spanish Speaker	15%
Video_Group Project	20%
<b>Total</b>	<b>100%</b>

**GRADING SYSTEM**

PERCENTAGES	LETTER GRADE	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:**

In the initial week of the semester, students are required to create and share video blogs as a means of introducing themselves. These video blogs should span 3 to 4 minutes, encompassing details such as their place of origin, area of study, personal preferences, hobbies, prior experiences with the Spanish language, and the motivation behind enrolling in the course. The assessment for this introduction will be marked either as completed (100%) or not (0%), with no scrutiny on grammar or vocabulary. The primary purpose of this exercise is to enable me to gauge your progress effectively.

### **Class Presentation or Service-Learning Program:**

#### **OPTION 1: Presentation**

Students are tasked with choosing an article, video, or any other content that captures their interest, and subsequently sharing it with the class. Alongside their presentation, students are required to formulate thought-provoking questions designed to spark engaging discussions among their peers. The evaluation criteria for presenters encompass the thoroughness and relevance of the information shared, as well as their adeptness in involving and maintaining the engagement of classmates throughout the discussion. Alternatively, students have the option to partake in two service-learning initiatives named Feliz en la Comunidad or Language Ambassadors.

#### **OPTION 2: Service-Learning Programs**

##### **1. FELIZ EN LA COMUNIDAD: Service-Learning Program**

Founded in 2014, this is a community outreach program that allows students enrolled in SPAN 220, SPAN 240, SPAN260, SPAN270 and SPAN280 to work with various K-12 schools in the greater Los Angeles area. Through this service-learning program, students practice their Spanish, teaching, and leadership skills while increasing their involvement in Los Angeles' culturally and socially diverse neighborhoods. With the guidance of the program directors, participants engage in activities such as, but not limited to:

- **preparing and conducting brief classes in Spanish for elementary or high-school students.**
- **preparing supplementary Spanish activities for elementary or high-school teachers.**
- **assisting Spanish instructors.**
- **completing reflection sessions about their service-learning experience.**

Students participating must complete a training on Mandated Reporting / Protecting Minors. Some students must also undergo a Live Scan background check (minors will not be eligible for this program)

and COVID and TB test before they can work directly with students. When needed, transportation will be provided to the site.

**Evaluation of service program:** Students will be evaluated based on their class preparation (70%) and written or oral reflections in Spanish (30%). Their participation and completion of this project will count for the 10% percent allotted in their syllabi towards "Presentations."

### **Applications:**

**Before Wednesday January 17th**, please sign up for an **interview** indicate your time/day preferences **before your interview** here: <https://forms.gle/atzTmuwbi2huEe578>

Contact the program directors, Prof. Fages Agudo ([fagesagu@usc.edu](mailto:fagesagu@usc.edu)) or Prof. Fudacz ([jamiefud@usc.edu](mailto:jamiefud@usc.edu)), with any questions.

## **2. LANGUAGE AMBASSASORS: Service-Learning Program**

The objective of this program is to establish a network of student representatives at USC who will serve as language ambassadors of Spanish. The overarching goal of this initiative is to encourage the learning of world languages across all academic disciplines at USC and in the broader community. Moreover, the program seeks to promote stronger ties between USC and local schools by facilitating language learning opportunities. By doing so, the program aims to foster greater cross-cultural understanding and appreciation.

Contact the program directors, Prof. Fages Agudo ([fagesagu@usc.edu](mailto:fagesagu@usc.edu)) if interested.

### **Discussions**

Each week students will be invited to participate in weekly discussions created to talk about the group, likes and dislikes, favourite memories, worries, etc. Quantity and quality of posts form the basis for their grade (minimum of two per week required). Throughout the semester, students are required to complete six blog entries as part of their coursework. To accommodate unforeseen circumstances or challenges, the lowest score for one of the blogs will be dropped from the final assessment.

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

Students are required to choose a Spanish native speaker for a video interview lasting at least 8-10 minutes. The interview should aim for natural conversation rather than a structured interrogation with a list of questions. Approval for the discussion topic must be obtained from the professor by the end of week five, and the completed interview should be posted by the conclusion of week thirteen.

### **Video Group Project:**

In groups of 3 or 4, students are tasked with crafting an original story and recording an original video that exemplifies their creativity and conversational proficiency in the target language. The video should revolve around the theme "SURPRISE" aiming to spark moments of unexpected wonder!

Each video is expected to span 4 to 6 minutes, providing ample opportunity for students to showcase their linguistic and expressive talents.

## **EXTRA CREDIT**

The Spanish Basic Language Program may offer extra credit opportunities intended to foster experiential learning of 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 3601Watt 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](mailto: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:**

<p><b>Semana 1:</b> <b>Lunes 26 de agosto</b></p>	<p><b>Objetivo:</b> Presentación del Syllabus, de los requisitos, de la clase, etc.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Tarea:</b> Crear videos de presentación y subirlos a la discusión y a Content Video _ Presentacion Personal</p> </div>
<p><b>PARTE 1:</b></p>	<p><b><u>¿Quiénes somos? Reflexión sobre los estudiantes, sus vidas, orígenes, etc.</u></b></p>
<p><b>Semana 2:</b> <b>Lunes 2 de septiembre</b></p>	<p><b>NO HAY CLASE</b></p> <p><b>Material:</b> Trabajar en los videos de presentación y subirlos a Brightspace y a discussion antes del 3 de septiembre.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Tarea:</b> Usar la semana del 2 de septiembre al 9 de septiembre para ver videos de compañeros/as en discusión. Traer a clase fotos (pueden ser en el teléfono) de la familia cercana y extendida.</p> </div>

<p><b>Semana 3</b></p> <p><b>Lunes 9 de septiembre</b></p>	<p><b>Objetivo:</b> Conocernos mejor: Discusión sobre los videos y hablar sobre la familia</p> <p><b>Punto gramatical:</b> Presente, gustar y concordancias</p> <div style="border: 1px solid black; background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <p><b>Tarea:</b></p> <ul style="list-style-type: none"> <li>Seleccionar día y tema de presentación <a href="#">AQUI</a></li> <li>Completar <b>Discussion Board I</b> (Mi ciudad).</li> <li>Trae a clase imágenes de tu ciudad y de tu infancia.</li> </ul> </div>
<p><b>Semana 4</b></p> <p><b>Lunes 16 de septiembre</b></p>	<p><b>Presentaciones</b></p> <p><b>Objetivo:</b> Hablar de mi ciudad y mi infancia.</p> <p><b>Punto gramatical:</b> Imperfecto</p> <div style="border: 1px solid black; background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <p><b>Tarea:</b></p> <ul style="list-style-type: none"> <li>Completar <b>Discussion Board II</b> (Personaje Inspirador)</li> </ul> </div>
<p><b>Semana 5</b></p> <p><b>Lunes 23 de septiembre</b></p>	<p><b>Presentaciones</b></p> <p><b>Objetivo:</b> Hablar sobre quién nos inspira en la vida.</p> <p><b>Punto gramatical:</b> Pretérito</p> <div style="border: 1px solid black; background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <p><b>Tarea:</b></p> <ul style="list-style-type: none"> <li>Completar <b>Discussion Board III</b> (La Historia)</li> </ul> </div>
<p><b>Semana 6</b></p> <p><b>Lunes 30 de septiembre</b></p>	<p><b>Presentaciones:</b></p> <p><b>Objetivo:</b> Una historia fantástica – crear una historia</p> <p><b>Punto gramatical:</b> Pretérito vs. Imperfecto</p> <div style="border: 1px solid black; background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <p><b>Tarea:</b></p> <ul style="list-style-type: none"> <li>Trabajar en el guion del video</li> </ul> </div>



<p><b>Semana 7</b> <b>Lunes 7 de octubre</b></p>	<p><b>Presentaciones</b></p> <p><b>Objetivo:</b> Continuar con el guion del video (cont.)</p> <p><b>Punto gramatical:</b> Pretérito vs. Imperfecto</p> <div data-bbox="516 422 1425 642" style="border: 1px solid black; background-color: #f0f0f0; padding: 5px;"> <p><b>Tarea:</b></p> <ul style="list-style-type: none"> <li>• Completar <b>Discussion Board IV</b> (El mundo en el que vivimos)</li> <li>• Seguir trabajando en el video</li> <li>• Completar <b>Participación I antes del viernes</b></li> </ul> </div>
<p><b>PARTE 2:</b></p>	<p><b><u>¿Qué nos llama la atención? Reflexiones sobre el mundo actual</u></b></p>
<p><b>Semana 8</b> <b>Lunes 14 de octubre</b></p>	<p><b>Presentaciones</b></p> <p><b>Objetivo:</b> Observar y hablar sobre lo que nos rodea</p> <p><b>Punto gramatical:</b> Subjuntivo: opiniones</p> <div data-bbox="516 1020 1425 1150" style="border: 1px solid black; background-color: #f0f0f0; padding: 5px;"> <p><b>Tarea:</b></p> <ul style="list-style-type: none"> <li>• Trabajar en el video</li> </ul> </div>
<p><b>Semana 9</b> <b>Lunes 21 de octubre</b></p>	<p><b>Presentaciones</b></p> <p><b>Objetivo:</b> Proyectos altruistas</p> <p><b>Punto gramatical:</b> Subjuntivo: Expresar emociones, consejos, etc.</p> <div data-bbox="516 1409 1425 1507" style="border: 1px solid black; background-color: #f0f0f0; padding: 5px;"> <p><b>Tarea:</b></p> <ul style="list-style-type: none"> <li>• Trabajar en el video</li> </ul> </div>
<p><b>Semana 10</b> <b>Lunes 28 de octubre</b></p>	<p><b>Presentaciones</b></p> <p><b>Objetivo:</b> Trabajar en el video.</p> <div data-bbox="516 1713 1425 1822" style="border: 1px solid black; background-color: #f0f0f0; padding: 5px;"> <p><b>Tarea:</b></p> <ul style="list-style-type: none"> <li>• Completar videos y subirlos <a href="#">AQUI</a></li> </ul> </div>

<b>PARTE 3:</b>	<b><u>¿Qué queremos en nuestro futuro?</u></b>
<b>Semana 11</b> <b>Lunes 4 de noviembre</b>	<b>NO HAY CLASE: FIESTA</b>
<b>Semana 12</b> <b>Lunes 11 de noviembre</b>	<b>Objetivo:</b> Ver los videos de nuestros compañeros y seleccionar el video que representará a la clase en el "Film Festival"  <b>Punto Gramatical:</b> Imperativo  <div data-bbox="516 705 1425 810" style="border: 1px solid black; padding: 5px;"> <b>Tarea:</b> <ul style="list-style-type: none"> <li>• Completar <b>Discussion Board V</b> (El futuro de la tierra)</li> </ul> </div>
<b>Semana 13</b> <b>Lunes 18 de noviembre</b>	<b>Presentaciones</b>  <b>Objetivo:</b> ¿Y el futuro?  <b>Punto Gramatical:</b> Futuro  <div data-bbox="516 1073 1425 1230" style="border: 1px solid black; padding: 5px;"> <b>Tarea:</b> <ul style="list-style-type: none"> <li>• Preparar y completar la entrevista</li> <li>• Subir las entrevistas a <a href="#">AQUÍ y en Brightspace</a> Antes del viernes 22 de noviembre a las 11:59pm</li> </ul> </div>
<b>Semana 14</b> <b>Lunes 25 de noviembre</b>	<b>Presentaciones</b>  <b>Objetivo:</b> Invitación _ ¿Qué harías?  <b>Punto Gramatical:</b> Condicional  <div data-bbox="516 1520 1425 1625" style="border: 1px solid black; padding: 5px;"> <b>Tarea:</b> <ul style="list-style-type: none"> <li>• Ver entrevistas de nuestros compañeros y compañeras</li> </ul> </div>
<b>Semana 15</b> <b>Lunes 2 de diciembre</b>	<b>Objetivo:</b> Discutir las entrevistas de nuestros compañeros.  Evaluaciones y despedida