PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

SPANISH CONVERSATION
SPAN 2510

Class Hours: 3.0  
Credit Hours: 3.0
Laboratory Hours: 0.0  
Date Revised: Spring 02

Catalog Course Description:

Spanish Conversation and Composition: Focus on the functional aspects of speaking Spanish and writing to increase proficiency through sustained, topic-related conversations and written compositions, with grammar review.

Entry Level Standards:

Intermediate level competency in comprehension, speaking, reading and writing Spanish

Prerequisites:

SPAN 2020 or 4 years of high school Spanish or equivalent in life experience

Textbook(s) and Other Course Materials:

(Other titles: Spanish for Medical Personas, Spanish for Business, etc. may be used in alternating semesters.)

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social Welfare; Present Tense, Adjectives.</td>
</tr>
<tr>
<td>2</td>
<td>Social Welfare; Irreg. Pres. Tense, Possession</td>
</tr>
<tr>
<td>3</td>
<td>Social Security; Stem-changing Verbs</td>
</tr>
<tr>
<td>4</td>
<td>Social Security; Object Pronouns</td>
</tr>
<tr>
<td>5</td>
<td>Conducting Interviews; Reflexive Verbs</td>
</tr>
<tr>
<td>6</td>
<td>Nutrition; Preterit Tense, “por” and “para”</td>
</tr>
<tr>
<td>7</td>
<td>Social Services; Irreg. Preterits, Imperfect</td>
</tr>
<tr>
<td>8</td>
<td>Employment; Preterit and Imperfect Contrasted</td>
</tr>
<tr>
<td>9</td>
<td>Medical Services; “Gustar” -Type Verbs</td>
</tr>
<tr>
<td>10</td>
<td>Child Abuse; Present/Past Perfect Tenses</td>
</tr>
</tbody>
</table>
11 Aid for the Aged; Future and Conditional Tenses
12 Medicare; Present Subjunctive - Volition
13 Resolving Problems; Pres. Subjunc. - Emotion
14 Giving Advice; Pres. Subjunc. - Doubt, etc
15 Giving Advice; Imperfect Subjunctive
16 Final Exam Period

II. Course Objectives*:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Listenting Comprehension: comprehend spontaneous face-to-face conversations, and simple media announcements, reports, and documentaries. I, III</td>
</tr>
<tr>
<td>B.</td>
<td>Speaking Skills: participate in sustained conversations on general and some specific topics. I, III</td>
</tr>
<tr>
<td>C.</td>
<td>Reading Comprehension: read authentic texts. I, III, IV</td>
</tr>
<tr>
<td>D.</td>
<td>Writing Skills: write compositions dealing with specific topics, demonstrating control of basic tenses, syntax, and morphology. I</td>
</tr>
<tr>
<td>E.</td>
<td>Cultural Understanding: gain increased awareness of Hispanic society and culture. IV</td>
</tr>
</tbody>
</table>

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Read articles on specific topics from text and current Hispanic newspapers and magazines. *Communication Outcome, Cultural Diversity and Social Adaptation Outcome*
2. Discuss and express opinions about theme-related issues. *Communication Outcome, Personal Development Outcome*
3. Create mini-dramas through role-playing, interviews and dialogs in pairs or small-group activities. *Communication Outcome, Cultural Diversity and Social Adaptation Outcome, Problem Solving and Decision Making Outcome, Active Learning Strategy*
4. Write weekly compositions on specified topics, expressing opinions, ideas, and feelings in writing. *Communication Outcome, Personal Development Outcome*
5. Understand and discuss Spanish video documentaries on specific topics. *Communication Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategy*

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Comprehend increasingly difficult dialogues. A
2. Pronounce correctly all vocabulary. B
3. Carry on conversations on a variety of topics. B
4. Use a variety of verb tenses. B
5. Understand the main ideas in magazines and newspapers. C
6. Be understood by a native speaker not used to dealing with foreigners. B
7. Have good control of basic composition forms. D
8. Write a simple letter in Spanish. D
9. Fill out forms, write messages and notes well enough to meet practical, social demands. D
10. Understand the culture as it differs from the student's culture. E
11. Recognize and discuss major works of art, music, and architecture. E

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures: 30% of grade

There will be three written examinations worth 30%.

B. Laboratory Expectations:

The students must do a laboratory assignment that corresponds to the current assignment in the text. They may listen in the Media Center, or they may purchase the tapes and listen at home.

C. Field Work:

Students are required to read current events from a Spanish language periodical at the library, weekly.

D. Other Evaluation Methods: 70% of grade

30% Weekly compositions  
20% Class participation  
20% Oral presentations

E. Grading Scale:

Students are evaluated by three written exams, weekly compositions, participation in class discussion, debate, situational role-playing, and individual oral presentations.

A   90 -100
B+ 87-89
B   80 -86
C+ 77-79
C   70 -76
D   60-69
F   Below 60

VI. Policies:

Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.