

COURSE OUTLINE
Spanish 106
Advanced Conversational Spanish

I. **Catalog Statement**

Spanish 106 is a course of intensive practice in the expression and comprehension of spoken Spanish

Total Lecture Units: 3.0

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Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Prerequisite: Spanish 102 or equivalent

II. **Course Entry Expectations**

Skills Level Ranges: Reading: 5; Writing: 5; Speaking/Listening: 5; Math: 1

Prior to enrolling in this course, the student should be able to:

1. pronounce Spanish correctly;
2. use the vocabulary presented in class in correct Spanish sentences;
3. demonstrate a developing oral and written fluency in the Spanish language;
4. read simple Spanish;
5. compare and contrast the Spanish language and culture with their own.

III. **Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

1. communicate orally in grammatically correct Spanish, using idiomatic expressions;
2. expand his/her vocabulary to further express abstract ideas in Spanish;
3. justify in Spanish his/her position on current event topics or topics of a controversial nature;
4. analyze the newscasts, newspapers, or other media in Spanish.

IV. <u>Course Content</u>	Total Faculty Contact Hours=48
A. Introductory material 3 hours 1. Review of the present and past tenses 2. Introducing each other 3. Getting acquainted 4. Oral interviews by students	
B. Creation myths 3 hours 1. Review of the preterite vs. imperfect 2. Reading: <i>“El indio y los animales”</i> 3. Discussion topic: Comparison and contrast of the different myths of creations 4. Discussion topic: Animal rights vs. scientific research 5. Group activity	
C. Rural vs. urban 3 hours 1. Review of the vocabulary of basic life necessities 2. Review of the present tense 3. Reading: <i>“Dos modos de vivir: La vida rural vs. la vida urbana”</i> 4. Discussion topic: Compare and contrast the pros and cons of living in the city or in the country 5. Role playing activity	
D. Cultural tradition: Spanish proverbs 3 hours 1. Writing of short skits to be presented in class by the students 2. Listening comprehension exercise	
E. <i>“Machismo”</i> vs. Feminism 9 hours 1. Review of the present subjunctive vs. the present indicative 2. Reading: <i>“El conflicto entre los sexos”</i> 3. Discussion topic: are men more capable of performing certain jobs? 4. Discussion topic: Who is a better parent? 5. Discussion topic: Working women stereotypes and “the glass ceiling” 6. Discussion topic: Chivalry or chauvinism? 7. Listening comprehension exercise 8. Role playing	
F. Spain 9 hours 1. Review of the conditional tense 2. Review of vocabulary regarding politics and economy	

3. Historical and cultural background
4. Cultural traditions
5. Spanish Civil War
6. From dictatorship to democracy: Spain in recent times
7. Slide show
8. Reading: "*España: Del franquismo a la democracia*" de Consolación Salas,
9. Discussion topic: Spain as member of the European Community
10. Discussion topic: Regional nationalistic ideals vs. central government
11. Discussion topic: Terrorism or the fight for independence
12. Discussion topic: Anarchism vs. Dictatorship
13. Group activity
14. Oral reports by students

- G. Aural activity: View and discussion of the video based on the novel *Niebla* by Miguel de Unamuno 6 hours
1. Discussion topic: Existentialism
 2. Discussion topic: Immortality
 3. Listening comprehension exercise

- H. The Incas 3 hours
1. Review of the past subjunctive
 2. Review of vocabulary to express opinions
 3. Reading: "*Vida y costumbres en el imperio socialista de los incas.*"
 4. Discussion topic: What contributions can the Incas' government make to our modern forms of government?
 5. Oral reports by students

- I. Ethical matters 3 hours
1. Review of the subjunctive vs. the indicative mood
 2. Review of vocabulary regarding parts of the body, psychological terms
 3. Reading: "*Dos cuestiones difíciles*"
 4. Discussion topic: Scientific experiments: Placebos vs. the protection of human life
 5. Discussion topic: Are world powers morally obliged to financially assist Third World countries?
 6. Oral reports by students
 7. Role playing exercises

- J. Abortion 6 hours
1. Review of the sequence of tenses
 2. Review of vocabulary regarding family, moral values,

attitudes...

3. Reading: "*Un bosque en el bolsillo*" by Ana Alomá Velilla
4. Discussion topic: Women's right to make a choice
5. Discussion topic: Should government have a role in the decision making process?
6. Discussion topic: Family planning
7. Oral reports by students
8. Listening comprehension exercise

V. **Methods of Instruction**

The following methods of instruction may be used in the course:

1. class lecture and discussion;
2. group learning;
3. outside readings;
4. current events;
5. field trips.

VI. **Out of Class Assignments**

The following out of class assignments may be used in the course:

1. weekly reading;
2. reading comprehension exercises based on reading;
3. writing of skits to be performed in class;
4. written and oral reports.

VII. **Methods of Evaluation**

The following methods of evaluation may be used in the course:

1. each student must give a prepared oral presentation as well as actively participate during every class meeting;
2. each student must also present a written preparation;
3. the final consists of an oral exercise the length being limited by the number of students in the class and the time allotted (2 ½ hours) for the final examination.

VII. **Textbook**

Wegmann, *Perspectivas*. Boston: Heinle
Cengage Learning, 2010 8th edition. Print.
12th Grade Textbook Reading Level

IX. **Student Learning Outcomes**

Upon successful completion of the required coursework, the student will be able to:

1. communicate orally in grammatically correct Spanish, using idiomatic expressions;
2. expand his/her vocabulary to further express abstract ideas in Spanish;
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