

COURSE: 301- J ADVANCED SPANISH CONVERSATION & COMPREHENSION

COURSE OBJECTIVES

The aim of this course is for advanced students of Spanish to increase their comprehension and fluency. Students will enhance their vocabulary, reinforce grammar aspects already studied, and delve into knowledge and skills related to both cultural and linguistic life. In order to achieve these objectives, **each and every student's participation** is fundamental, given that the dynamic of discussion and exchange will form the main core of this class.

Likewise, students will approach Spanish sociocultural reality, not just as another piece of information, but with the goal of appreciating this factor's importance in the comprehension and production of utterances adequate to each context.

STRUCTURE

This course aims to improve the written and spoken comprehension and fluency of Spanish language learners. Since it is an intensive class, students must carry out tasks requiring both **communicative skills and grammatical reflection**. Thus, activities will showcase varied content and favor diverse classroom dynamics.

Work will be both individual and collaborative and **student-instructor interaction will be ongoing**.

Various activities are planned:

- ◆ Readings of texts and documents that contextualize the content studied in class.
- ◆ Review of different grammatical aspects.
- ◆ Inventing dialogues with a partner using the vocabulary and expressions learned.
- ◆ Taking on varied roles to represent points of view and characters.
- ◆ Presenting a range of situations in which students will comment how they would react
- ◆ Guided discussions on general topics in which students must choose a position (for or against) and defend their stance with convincing arguments.
- ◆ Oral and listening comprehension activities
- ◆ Oral presentations.
- ◆ Projections of short films related to cultural topics or grammatical and lexical activities from class.

Students **must write two compositions** in different styles. These compositions must be typed, double-spaced, in Word with a 12-point Arial font. They should be 200-250 words long. The topics are the following

Composition 1: Letter to a newspaper

Composition 2: Narration

The course will include a **midterm exam** halfway through the second week, an **oral presentation** of a current news item or an aspect of Spanish culture and a **final exam**.

Students must attend the following **cultural visits**:

- **Itálica:**
- **The Alcazar**
- **Cathedral:**

There will be other **mandatory activities** specific to the class:

- **Walk through Triana and visit to the market**
- **Sevillian tapas**

BIBLIOGRAPHY

(*These manuals and dictionaries are available in our library for students who wish to use them*).

- Fernández de la Torriente, G. Cómo escribir correctamente. La comunicación escrita. Madrid: Ed. Playor, 1989.
- González Hermoso, A., J. R. Cuenot y M. Sánchez Alfaro. Gramática de español: lengua extranjera. Madrid: Edelsa, 1994.
- Hernández, G. Ortografía básica. (Ejercicios y actividades de autoaprendizaje). Madrid: SGEL, 1989.
- Hernández, G. Ortografía 2. Norma y estilo. Madrid: SGEL, 1993
- McVey, M., B. Wegman y T. Méndez Faith. En contacto. Gramática en acción. Texas: Harcourt Brace College Publishers, 1992.
- Moliner, María. Diccionario de uso del español. Madrid: Gredos, 1980.
- R.A.E. Diccionario de la lengua española. Madrid: Espasa-Calpe, 1984.
- Seco, Manuel. Diccionario de dudas y dificultades de la lengua española. Madrid: Espasa-Calpe, 1990.
- Seco, Manuel. Diccionario de dudas y dificultades de la lengua española. Madrid: Espasa-Calpe, 1990.

WEBPAGE

- Real Academia Española de la Lengua
<http://www.rae.es/>
- Centro Virtual Cervantes
<http://cvc.cervantes.es/>

TEXTBOOK

Corpas J., Garmendia A. y Soriano C. Aula 4. Nueva edición. Barcelona: Difusión, 2014.

EVALUATION

Students will be evaluated based on their participation and their attitude and contribution to making class work.

1) Participation	25%
2) Written compositions	20%
3) Midterm exam	20%
4) Final exam	25%

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5) Oral presentation

10%

Absence policy: For a full absence, students will lose 20 points; for a partial absence, they will lose 10.

TOPICS

Dates	Topic/ Activity Planned
	<p><u>Personal introductions:</u> icebreaker and getting to know you activities.</p> <p><u>Program overview.</u></p> <p><u>First impressions:</u> "Aterrizar en España"</p> <p>Misunderstandings (short film)</p> <p><u>Debate:</u> How do others see us? <i>Los Estereotipos sobre los españoles</i></p> <p><u>Vocabulary related to character</u></p>
	<p><u>Communicative objectives:</u> Talking about abilities and emotions (t.1)</p> <p><u>Grammar review:</u> Structures in Spanish for talking about abilities and feelings. Verbs used with a pronoun.</p> <p><u>Reading comprehension:</u> Are you good at languages? How many languages do you speak?</p> <p><u>Activity:</u> Is it every too late to learn?</p> <p>Projection of a short film</p>
	<p><u>Communicative objectives:</u> Expressing wishes, complaints and needs. Proposing solutions (t.2).</p> <p><u>Grammar review:</u> The subjunctive in expressing wishes and complaints. Grammar resources for expressing obligation.</p> <p><u>Cuando</u> with the subjunctive.</p> <p><u>Conversation:</u> <i>Los problemas que afectan a los jóvenes. Tengo mis derechos.</i></p> <p>VISIT TO ITÁLICA</p> <p>VISIT TO TRIANA AND THE MARKET</p>
	<p><u>Communicative objectives:</u> Telling real or invented anecdotes (t.3)</p> <p><u>Grammar review:</u> Past forms in Spanish.</p> <p><u>Conversation:</u> <i>¿Qué tipo de viajero eres?</i></p> <p><u>Vocabulary related to travel</u></p> <p>COMPOSITION 1: Letter to a newspaper</p>

	<p><u>Communicative objectives</u>: Expressing interests and feelings. <u>Showing disagreement</u> (t.4)</p> <p><u>Grammar review</u>: Subjunctive – indicative in the expression of interests and feelings.</p> <p><u>Reading</u>: Our pet peeves.</p> <p><u>Activity</u>: <i>iBasta ya! ¿Qué cosas te molestan?</i></p> <p><u>Conversation</u>: <i>Adictos al móvil</i></p>
	<p>MIDTERM EXAM</p> <p><u>Projection of a short film</u></p> <p><u>Activities and commentary on the film</u></p> <p><u>Vocabulary</u>: Words related to film</p> <p>VISIT TO THE ALCÁZAR</p>
	<p><u>Communicative objectives</u>: Describing objects and opinions about them (t.5).</p> <p><u>Grammar review</u>: Adjective phrases and relative pronouns. Constructions for expressing opinions.</p> <p><u>Vocabulary</u>: Clothes and accessories</p> <p><u>Conversation</u>: <i>¿Qué está de moda? La importancia de la moda en la sociedad actual.</i></p> <p><u>Activity</u>: <i>¡Y que esto me pase a mí...!</i></p> <p><u>Debate</u>: <i>El invento más importante de la humanidad</i></p> <p>COMPOSITION 2: Narration</p>
	<p><u>Communicative objectives</u>: Evaluating situations and facts. Expressing an opinion on actions and behaviors (t.6).</p> <p><u>Grammar review</u>: Expressions with <i>ser</i>, <i>estar</i> and <i>parecer</i> using the subjunctive or the indicative.</p> <p><u>Conversation</u>: The environment: can we change things?</p> <p><u>Vocabulary related to the environment</u></p> <p><u>Debate</u>: Animals in research</p>
	<p><u>Communicative objectives</u>: Forming hypotheses and conjectures. Expressing degrees of certainty (t.7).</p> <p><u>Grammar review</u>: Future simple and conditional. Indicative and subjunctive constructions for expressing degrees of certainty. <i>Creer / creerse</i>.</p> <p><u>Conversation</u>: <i>Esotéricos / científicos</i></p> <p><u>Activity</u>: <i>¿Qué significan estos cuadros?</i></p>
	<p><u>Communicative objectives</u>: Giving advice and evoking imaginary situations. Expressing advice, opinions, or lack of information (fot.)</p> <p><u>Grammar review</u>: The subjunctive imperfect. <i>Si</i> in conditional sentences.</p> <p><u>Activity</u>: <i>¿Participarías en un reality- show?</i></p> <p><u>Music track</u></p> <p><u>Conversation</u>: My Sevillian experience</p>

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	<p>REVIEW FOR THE FINAL EXAM</p> <p>VISIT TO THE CATHEDRAL TAPEO SEVILLANO</p>
	<p>FINAL EXAM</p>