



## SPAN 305 ADVANCED SPANISH EXPRESSION AND GRAMMAR II

### COURSE OBJECTIVES

The objective of this course is for students to hone their listening comprehension and speaking ability while continuing to improve their writing skills. Students should feel prepared to take on the linguistic and social reality of the Spanish culture they will be immersed in. To this end, the course aims to simulate as closely as possible typical situations which will serve to familiarize students with vocabulary as well as certain expressions and colloquialisms of the family setting they will be living in.

### STRUCTURE

The course combines oral and written practice with a brief review of aspects of Spanish grammar arising in the target situations which pose the greatest difficulty for learners. The course's practical component includes the completion of grammar exercises and other activities provided by the instructor and the participation in skits, debates and round table discussions on current topics, as well as other group and paired tasks. Classes will be structured in the following manner:

- a) Simulation of practical situations related to the topic in question.
- b) Analysis of situations to decipher the message being conveyed (for example: how to request and offer advice, how to express gratitude, etc.) and study vocabulary related to the topic.
- c) Debates will be held centering on sociocultural topics of Spanish and specifically Sevillian life.
- d) Students will write two compositions (description and narration) following the guidelines of the Writing Program.
- e) Oral and listening tasks.
- f) Oral presentations. Online activities and homework.
- g) Projection of short films related to cultural topics and grammatical or lexical activities in class.

### BIBLIOGRAPHY

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- González Hermoso, J.R. Cuenot y M. Sánchez Alfaro. Gramática de español lengua extranjera. Madrid: Edelsa, 2000.
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- McVey, B. Wegmann y T, Méndez-Faith. En contacto. Gramática en acción. Texas: Harcourt Brace College Publishers, 1995.
- Sánchez, A. Gramática práctica de español para extranjeros. Madrid: S.G.E.L., 2003.
- Millares, Selena y Aurora Centellas. Método de español para extranjeros. Nivel intermedio. Madrid: Edinumen, 2000.
- Vining Lunn y J.A. DeCesaris. Investigación de gramática. Massachusetts: Heinle & Heinle Publishers, 1992.
- Valdés, G. Dvorak y T. Hannum. Composición: proceso y síntesis. New York: McGraw-Hill, Inc., 1999.

**TEXTBOOK**

- Corpas J., Agustín Garmendia y Carmen Sorano. Aula 4 (nueva edición). Barcelona: Difusión, 2014.
- Coursebook with activities and exercises.

**EVALUATION**

<b>1) Participation *</b>	<b>20%</b>
<b>2) Compositions</b>	<b>20%</b>
<b>3) Test</b>	<b>20%</b>
<b>4) Presentations and Homework</b>	<b>20%</b>
<b>5) Examen Final</b>	<b>20%</b>

## OTHER REQUIREMENTS

Given the highly practical nature of this course, attendance and active participation are mandatory. Students should dedicate time to preparing for each class, subsequently reviewing the thematic unit covered that day, completing assigned exercises and previewing content to be discussed on the following day.

\*Any unjustified absences will significantly lower a student's participation grade in accordance with CCCS's absence policy.

Students are required to apply for a language exchange in the administrative office on the first day of class in order to participate in different activities together and become more integrated in Spanish culture.

Use of cellphones in class is strictly forbidden. Phones should remain in purses or backpacks at all times. Likewise, impunctuality will affect the student's grade.

## COURSE TOPICS

Date	Topic/ Activity Planned
Week 1	Personal introductions: Icebreaker and getting to know you activities. Presentation of the syllabus. <u>Conversation</u> : "Aterrizar en España". First impressions. <u>Class activity</u> : Short film "Vale" <b>TEMA 1: ¿SE TE DAN BIEN LAS LENGUAS?</b>  <u>Reading comprehension</u> : "Habla un montón de lenguas" <u>Communicative objectives</u> : Talking about abilities and emotions <u>Grammar review</u> : Spanish structures for talking about abilities and feelings. <i>Ser</i> and <i>estar</i> . <u>Conversation</u> : <i>¿Cómo nos ven los demás?</i> Video <i>Esteretipos sobre los españoles y los americanos</i> <u>Vocabulary related to personality and physical appearance</u> <u>Short film</u> : "Eres"
Week 2	<b>TOPIC 2: ¡BASTA YA!</b>  <u>Communicative objectives</u> : Expressing wishes, complaints and needs. Proposing solutions. <u>Grammar review</u> : Present subjunctive for wishes and complaints. <i>Cuando</i> and <i>antes de que</i> + subjunctive <u>Discussion</u> : <i>Los problemas que afectan a los jóvenes. Tengo mis derechos</i>
Week 3	Lexical resources: Politics and society. Education. <u>Class activity</u> : Writing a note to request something. <b>Composition 1: Detailed description</b>

Week 4	<p><b>TOPIC 3: EL TURISTA ACCIDENTAL</b></p> <p><u>Communicative objectives:</u> Telling real or imaginary anecdotes.</p> <p><u>Grammar review:</u> The past in Spanish.</p> <p>Combining tenses in a story</p> <p><u>Discussion:</u> <i>Diferentes formas de viajar</i></p> <p><u>Vocabulary related to travel</u></p> <p><u>Activity:</u> Travel situations. Preparing for a trip.</p> <p><u>Debate:</u> Tourism nowadays.</p>
Week 5	<p><b>TOPIC 4: TENEMOS QUE HABLAR</b></p> <p><u>Communicative objectives:</u> Expressing interests and sentiments</p> <p>Talking about interpersonal relationships. Showing agreement and disagreement.</p> <p><u>Grammar review:</u> Subjunctive - indicative in the expression of opinions and assessment</p> <p><u>Reading:</u> <i>Nuestras pequeñas manías</i></p> <p><u>Activity:</u> <i>¡Basta ya! ¿Qué cosas te molestan?</i></p>
Week 6	<p><b>EL CINE</b></p> <p><u>Communicative objectives:</u> Talk about our preferences in a debate.</p> <p><u>Vocabulary:</u> Vocabulary related to the cinema.</p> <p><u>Short film</u> "Ana y Manuel".</p> <p>This film will also be useful for Composition 2.</p> <p><b>Composition 2: Narration in the past</b></p>
Seventh Week	<p><b>TOPIC 5: DE DISEÑO</b></p> <p><u>Communicative objectives:</u> Describing and evaluating objects.</p> <p><u>Grammar review:</u> Adjective clauses and relative pronouns. Structures for expressing evaluation. Uses of the subjunctive and the indicative in each case.</p> <p><u>Vocabulary:</u> Clothing and accessories</p> <p><u>Discussion:</u> <i>¿Qué está de moda? La importancia de la moda en la sociedad actual.</i></p>
Week 8	<p><b>TEMA 6: UN MUNDO MEJOR</b></p> <p><u>Communicative objectives:</u> Evaluating situations and facts. Expressing your opinion about behavior.</p> <p><u>Grammar review:</u> subjunctive - indicative in structures with <i>ser, estar</i> and <i>parecer</i>.</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> Cities of the future.</p>
Week 9	<p><b>TEMA 7: MISTERIOS Y ENIGMAS</b></p> <p><u>Communicative objectives:</u> Forming hypotheses and conjectures.</p> <p><u>Grammar review:</u> Future simple and future perfect.</p> <p>Conditional: Requesting advice. Structures in the indicative and the subjunctive to express varying degrees of certainty.</p> <p>The imperfect subjunctive.</p> <p><u>Debate:</u> <i>Esotéricos / científicos</i></p>

	<b>Composition 3: Summary</b> <i>SEMANA SANTA</i>
Week 10	<b>TEMA 8: Y ¿QUÉ TE DIGO?</b>  <u>Communicative objectives:</u> Reported speech. Conveying orders, requests and advice in the past. <u>Grammar review:</u> <i>Por</i> and <i>para</i> . <u>Conversation:</u> Cellphones in modern society <u>Class topic:</u> The work world. Seeking work. <u>Vocabulary:</u> Related to the work world. Sentences expressing an end. <u>Class activity:</u> New forms of work: Teleworking in Spain.  <b>ORAL PRESENTATIONS</b> Conversation: Evaluating your stay in Spain
	COURSE REVIEW
	<b>FINAL EXAMS</b>

