

COURSE: SPAN 309M, 309S: ADVANCED SPANISH I

COURSE OBJECTIVES

The objective of this course is for students with an advanced level of Spanish to increase their communicative skills and comprehension of the language. This includes broadening vocabulary, reinforcing grammatical aspects already learned and delving into concepts and abilities related to both culture and linguistics. In order to achieve these goals, **everyone's participation** is crucial, given that the dynamic of discussion and exchange will form the core of the class.

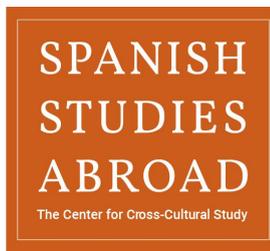
Likewise, the course aims to place students in contact with different aspects of Spanish sociocultural reality, not only through information or as just another form of knowledge, but rather attempting to convey the importance of comprehension and language production appropriate to each context.

STRUCTURE

This course aims to improve students' written and spoken communication. Given the intensive nature of the class, work must be balanced between practice of **communicative skills and grammatical reflection**. Thus, the activities planned vary both in content and classroom dynamics.

Students will be work both individually and in groups and **student-instructor interaction will be ongoing**. A broad range of activities may be offered:

- Reading of texts and various documents contextualizing linguistic and communicative content covered.
- Review of different grammatical aspects.
- Skits between two classmates using the vocabulary and phrases covered.
- Adopting various roles to represent diverse opinions and characters.
- Presenting different situations and eliciting students' responses.
- Guided discussions on general topics in which the student must form and justify a positive or negative opinion.
- Oral and listening comprehension exercises.
- Oral presentations.
- Projection of short films related to cultural topics or grammatical and lexical activities covered in class.



Students must **complete two compositions** in different writing styles. These compositions should be 200-250 words in length, typed and double-spaced in Word, using 12-point Arial font. Before handing in this assignment, students should check spelling using the correction tools available in Word. Paragraphs will be organized in the following way:

Composition 1: Description

Composition 2: Narration

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

- Itálica
- Cathedral
- Alcazar

A **midterm exam** will be administered to test knowledge of content covered up to the second half of the second week of the course (see specific plans). At this point, students must also complete an **oral presentation**. **Oral presentations** should be related to a current news story or an aspect of Spanish culture and include vocabulary and questions for the class.

The **final exam** will be cumulative, encompassing all material covered over the course of the semester.

BIBLIOGRAPHY

(All manuals and dictionaries are available in our library for the use of students.)

Fernández de la Torre, 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.



WEBPAGES

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

TEXTBOOK

0. Corpas J., Agustín Garmendia y Carmen Sorano. Aula 4 (nueva edición). Barcelona: Difusión, 2014.

EVALUATION

Students will be evaluated on their active participation as well as their attitude and contributions to the general functioning of the class dynamic.

1. Participation	25%
0. Written compositions	20%
0. Oral presentation	10%
0. Midterm exam	20%
0. Final exam	25%

Attendance is mandatory. Students may only miss class for health-related reasons, in which case they must submit a doctor’s certification. Unexcused absences will affect the students’ participation grade in the following manner:

- **Complete absence - 20 points.**
- **Partial absence - 5 points per hour of absence.**

TOPICS AND ACTIVITIES PLANNED

Dates	Topic/ Activity Planned
Day 1	Introductions, ice-breaker and getting to know you activities. Syllabus overview. <u>Conversation:</u> "Arriving in Spain". First impressions. <u>Reading comprehension:</u> Speaking a lot of languages <u>Activity:</u> Is it ever too late to learn? Misunderstandings: Snack Attack (short film)
Day 2	<u>Communicative objectives:</u> Talking about abilities and emotions (t.1) <u>Grammar review:</u> Structures in Spanish for discussing abilities and feelings. <u>Conversation:</u> <i>How do others perceive us? Stereotypes.</i>



	<u>Vocabulary</u> related to personality and physical appearance.
Days 3-4	<p><u>Communicative objectives</u>: Expressing wishes, complaints and needs. Proposing solutions (t.2)</p> <p><u>Grammar review</u>: The present subjunctive for wishes and complaints. “Cuando” y “antes de que” +subjunctive</p> <p><u>Conversation</u>: <i>Problems affecting young people. I have my rights.</i></p> <p><u>Music Sample</u></p> <p>MANDATORY FIELD TRIP THURSDAY: ITALICA (11:30)</p> <p>Composition 1: Description</p>
Day 5	<p><u>Communicative objectives</u>: Telling real and imaginary stories (t.3)</p> <p><u>Grammar Review</u>: Past tenses in Spanish.</p> <p><u>Conversations</u>: <i>Different ways of traveling.</i></p> <p><u>Vocabulary</u> related to traveling</p> <p><u>Activity</u>: Traveling situations</p>
Day 6	<p><u>Communicative objectives</u>: Expressing interests and feelings (t.4)</p> <p><u>Grammar review</u>: Subjunctive – the indicative in expressing interests and feelings</p> <p><u>Reading</u>: <i>Our little pet peeves</i></p> <p><u>Activity</u>: <i>¡Basta ya! What bothers you?</i></p> <p><u>Conversation</u>: Cellphone addicts</p>
Day 7	<p>MIDTERM EXAM</p> <p>Projection of a short film</p> <p><u>Activities and commentary</u> on the film</p> <p><u>Vocabulary</u>: Phrases related to the cinema</p>
Day 8-9	<p><u>Communicative objectives</u>: Discussing goals (t.5).</p> <p><u>Grammar review</u>: Adjective phrases and relative pronouns. Constructions for giving an opinion.</p> <p><u>Vocabulary</u>: Clothes and accessories</p> <p><u>Conversations</u>: <i>What’s in fashion? The importance of fashion in current culture.</i></p> <p><u>Activity</u>: Shopping situations</p> <p><u>Debate</u>: What has been the most important invention for humanity?</p> <p>MANDATORY FIELD TRIP WEDNESDAY: CATHEDRAL (11:30)</p> <p>Composition 2: Narration</p>
Day 10	<p><u>Communicative objectives</u>: Evaluating situations and events. Expressing an opinion about behavior (t.6).</p> <p><u>Grammar review</u>: subjunctive – the indicative with “ser”, “estar” and “parecer”.</p> <p><u>Conversation</u>: The environment: can we change things?</p> <p><u>Vocabulary</u> related to the environment</p> <p><u>Debate</u>: Animals and research</p>

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Day 11-12	<p><u>Communicative objectives:</u> Hypotheses and conjectures (t.7)</p> <p><u>Grammar review:</u> Future simple and future perfect. Indicative and subjunctive structures for expressing degrees of certainty. The imperfect subjunctive. The conditional “si”.</p> <p><u>Activity:</u> <i>Would you participate in a reality show?</i></p> <p><u>Debate:</u> <i>Esoteric / scientific</i></p> <p>MANDATORY FIELD TRIP WEDNESDAY: ALCAZAR (11:30)</p>
Day 13	<p><u>Conversation:</u> The best and worst of Seville.</p> <p><u>Music sample</u></p> <p>GENERAL REVIEW</p>
	FINAL EXAM