

## **COURSE: ADVANCED GRAMMAR**

45 clock hours

2 weekly meetings – 1 ½ hours each

### **METHODOLOGY**

Two ninety-minute classes will be taught per week. These combine theory and practice and demand active student participation. The course is based on different texts of social circulation and on the linguistic-discursive strategies typical of each text type. These texts are the starting points for the study of grammar. Authentic teaching materials are used. Classes are taught with a communicative approach, with the aim of developing the four language skills in Spanish. A guided inductive method is used to present samples that students will have to analyze in order to discover characteristics of oral and written discourse, formulate hypotheses about grammatical structures, linguistic and communicative functions of Spanish and also develop an understanding of Latin American culture.

As part of a Language Program, the course aims at the development of the three main competences:

- (1) **Linguistic competence in Spanish** (which includes the knowledge of phonetics and phonology, morphosyntax and, lexis, discourse, etc.)
- (2) **Communicative/interactional competence** (communicative skills in Spanish that include the knowledge of the sociocultural uses of language, pragmatics and cultural perspectives and background)
- (3) **Metalinguistic competence** (awareness of language as an abstract, conceptual and symbolic system)

For each unit, if necessary, students will be provided with reading handouts, study guides and exercises to do outside the class. In class, some topics are dealt with, homework is checked, the most difficult topics are debated and explained, conclusions are drawn and a summary of the topics is done.

### Goals

1. To promote awareness-raising and reflection about the mechanisms ruling language and the structures of language.
2. To acquire metalanguage and understanding of the theory for the grammar studied.

### Objectives

1. To further study aspects of Spanish grammar.
2. To acquire systematic and reflective knowledge of the basic structures of the language.
3. To learn how to use those grammatical items which are more difficult for students of Spanish as a foreign language.
3. To identify the factors which might alter the grammaticality in a sequence.
4. To produce sentences or texts of social circulation in Spanish according to instructions given.
5. To recognize the semantic equivalence of different structures.
6. To manipulate structures and note the formal and significant changes produced.

### CONTENTS

**Unit 1:** Introduction of the instructor and the course. Text types or sequences: grammatical marks, vocabulary, functions and links that characterize them. Exposition in texts of academic circulation. The structure of its sentences. Simple, compound and complex sentences. Classification of sentences according to their ontic meaning. Distinctive grammatical marks: intonation, presence or absence of attitude indices, the order of its constituents, verb mood and tense. Verbal flexion. Verbs in the present. Most frequent uses of *ser* and *estar*. Uses of *ser* and *estar* with adjectives.

**Unit 2:** *Political discourse in short texts.* Explicit and desinential subjects and sentences without a subject. The indetermination of the semantic actor. The passive voice. The personality/impersonality opposition as a discursive strategy. Other grammatical resources on the basis of this strategy: the use of personal pronouns. Subjectivity marks: axiological verbs and adjectives. Adverbs. The modalization of statements by means of adverbs.

**Unit 3:** *Advertising texts in graphic media, TV and on the Internet.* Verbs in the imperative in the dialectal variety of Spanish in Argentina. Coherence and cohesion of texts. Deixis. Use of pronouns. The position of clitics. Reflexiveness, reciprocity. Transitive and intransitive verbs. Non-personal forms of the verb: infinitive, gerund and participle. Verb phrases. Types and nuances that contribute to interpreting the meaning of sentences.

**Unit 4:** *Journalistic information. News and reports in the press.* Aspectuality in the imperfect, in the perfect preterit and in the pluperfect. Special time constructions (*hacer* + time period + *que* and others). Simple and compound conditionals. Syntactic connections: coordinators and subordinators. Preposition review. Reported speech.

**Unit 5:** *Argumentation in the literary essay.* Its structural organization. Argumentative processes and strategies. Coordinated sentences. The meaning of connectors. Uses of the subjunctive. Relative pronouns. Subordinate adjectival, noun and adverbial clauses. Verb-pronominal constructions. Summary of the syntactic values of *se* in Spanish.

## EVALUATION

Formal evaluation will be restricted to the requirements and guidelines already established by the *Programa de Español y Cultura Latinoamericana*. Students will be given a diagnostic test at the beginning of the course and formative and summative tests throughout and at the end of the course.

## BIBLIOGRAPHY

For the **STUDENT**, one of the following books:

- Francisco Matte Bon: *Gramática comunicativa del español. Nivel avanzado*. EDELSA. Madrid
- Josefa Martín García: *Ejercicios de gramática. Nivel Avanzado*. ANAYA. Madrid.
- Josefa Martín García: *Ejercicios de gramática. Nivel Superior*. ANAYA. Madrid.