

Center for Cross-Cultural Studies
Calle Harinas, 16-18, Sevilla, España

SPAN 403: ADVANCED STUDIES IN SPANISH

Professor: Milagros Molina Tejada

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Office hours: Monday, Tuesday, and Wednesday from 12:45 to 1:15 pm

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OBJECTIVES

The object of this course is to improve and strengthen the fluency and written and oral comprehension of high/superior level Spanish students. To accomplish this, the student will learn different types of vocabulary from various sources and will reinforce their knowledge of grammar through the study of diverse linguistic facets of particular complexity. In addition, the creative character of the language that comes through the mastery of theater, literature, and film will take on an important role in the learning process, and is an important aspect of this course.

STRUCTURE

To strengthen the students' fluency we will work with different **vocabulary** and **grammatical aspects** of the language, both oral and written, that emerge from the different activities worked on in class. This will all be combined with creativity through **two theater workshops and a film workshop**. In these workshops the students will produce dialogues based on different situations between the characters, in which the students must put in practice their creative abilities and their knowledge of grammar and vocabulary. Afterwards the students will perform their dialogues in class.

Since this is an intensive course the class will be divided into two periods a day: one from 9:00 – 11:00, followed by a 30 minute break and another from 11:30– 12:45. The first part of class will be devoted to grammar and vocabulary, and the second part will be devoted to the workshops.

In addition, these principal aspects of the class will be complemented with other types of activities like:

- **Dialogues** based on different situations
- **Conversations about current events** related to Spanish culture. These debates will be based on newspaper articles that the students will have had to consult prior to class.
- **Discussions and debates** to encourage communication between the students of this course and to engage their analytical and critical abilities.
- **Oral presentations** on themes related to Spanish life and culture.
- **Lectures** on different types of texts pertaining to different linguistic aspects such as literary texts, advertisements, periodicals, etc. that will serve to support the lexical and grammatical texts.
- **Listening** to songs in order to develop the student's auditory comprehension.

- Some sessions will also be dedicated to **reviewing for the exam** that is required for the Official Diploma of Spanish as a Foreign Language, **DELE** , awarded by the Cervantes Institute in the name of the Ministry of Education and Science, just in case some students are interested.

This course also includes **3 obligatory visits: Itálica, Catedral and Alcázar** that are scheduled for each Thursday. The order in which they are visited depends on the group to which the student is assigned, and the group lists are displayed on the bulletin board.

TEXTBOOK

This course does not have a textbook. We will work with photocopies handed out by the professor.

COMPLEMENTARY BIBLIOGRAPHY

- Alarcos Llorach, Emilio. Gramática de la lengua española. Madrid: Espasa Calpe, 1999.
- Fernández de la Torriente, G. Cómo escribir correctamente. La comunicación escrita. Madrid: Ed. Playor, 1989.
- García Santos, J.F. Sintaxis del español (nivel perfeccionamiento). Salamanca: Universidad de Salamanca y Santillana, S.A. ,1993.
- Gran diccionario de sinónimos y antónimos, Madrid: Espasa Calpe, 1989.
- Moliner, María. Diccionario de uso del español. Madrid: Gredos, 1980.
- Real Academia Española. Esbozo de una nueva gramática de la lengua española. Madrid: Espasa-Calpe, 1989.
- R.A.E. Diccionario de la lengua española. Madrid: Espasa-Calpe, 1984.
- Sarmiento, Ramón. Manual de corrección gramatical y de estilo (español normativo, nivel superior), Madrid: Sgel, 1997.
- Seco, Manuel: Diccionario de dudas y dificultades de la lengua española. Madrid: Espasa-Calpe, 1990.
- Valdés, G., T. Dvorak y T. Hannum. Composición: proceso y síntesis. New York: McGraw-Hill Inc, 1989.

EVALUATION

Participation	20%
Quizzes..	20%
Written Compositions.....	20%
Workshops	40%

This class is based on as much oral communication as written, therefore class attendance and **participation** in the different activities is mandatory. If the student had an unexcused absence, the grade for that day would be a zero. The participation grade will be dependent on the involvement of the students in class, taking into account that to participate is not just to speak but also to: contribute to the discussions, bring up questions related to the homework, vocabulary, or grammatical aspects and to speak without waiting to be called on by the profesor. Participation, then, is fundamental for the development of the class and for learning the language.

There will be **two quizzes** to test the students' advancement whose dates will be given with the final syllabus.

The student will also have to turn in **two written compositions**, the topics and dates of which will be given in class.

The homework that the students will have to do for the **workshops** will be included in the same percentage of the final grade.

SPECIFIC COURSE OUTLINE

Week 1

The first class periods of the day will focus on the study of grammar, vocabulary, and discussion of the topics outlined below. Dialogues related to the daily life of the students in Spain and presentations on current events will also be included. The workshop will begin in the second class period.

The workshop will focus on the first scene of the play by José Luis Alonso de Santos: La estanquera de Vallecas. We will first summarize the life of the author and the historical context in which the text was developed and later we will proceed to the lecture, studying the vocabulary and colloquialisms that appear in the text. As part of the workshop, the students in groups or pairs will have to write an alternative ending to the play, producing a dialogue between the characters and the commentary that is necessary for its performance. The students will utilize the vocabulary and grammatical structures studied in class and afterwards the dialogue must be presented in class.

Monday

Student and teacher introductions. Paired dialogues.
Revision of the syllabus.
Activity: The Magic Number.

Tuesday

Turning to memories: "Ráfaga" by Manuel Vicent.
Activity: My life in three flashes of memory
Homework: Write a composition in the past-tense about a previous activity

Wednesday

Reading: *A Radio Announcer Obsessed with Disasters* (text from *La tía Julia y el escribidor* by Vargas Llosa).
Conversation: Manipulation of the media. Commentaries about current events brought to class by the students.
Pronouns of emphasis and involuntary pronouns

Thursday (Short Day from 9:00 am-11:00 am)

Turn in the first written composition

Conversation: Spanglish.
Activity: Little Red Riding Hood, where are you?

Friday

Conversation: And what do you believe? Superstitions, magic, and fortune-telling.

Reading: Scientists against astrology.

Express Yourself: "And this happens to me....." (to work on how to give orders and instructions, to ask for things and to accept...)

Listening Exercise.

Week 2

Like the first week, the vocabulary, grammar, and discussions will be covered in the first part of class. This week we will finish the theater workshop and at the end of the week we'll start the movie workshop.

The movie workshop will focus on **Volver by Pedro Almodóvar**. In addition to the introduction to the author and the contextualization of the film we will work with its vocabulary and grammatical content. Afterwards the students must work in groups to create alternative dialogues to some of the scenes and individually a critical assessment of the movie.

Monday

Conversation: Scientific advancements

Prepare 2nd Composition: ¿Should limits be imposed on science? (Argumentative Essay).

Intensifiers and emphatic expressions.

Review for Quiz 1

Tuesday

Quiz 1

Exercises based on intensifiers. Contexts and dialogues.

Listening exercise

Wednesday

Turn in 2nd Written Composition: The Limits of Science.

Reading: *El hombre que aprendió a ladrar* by Mario Benedetti

Human fauna: Colloquial expressions with words referring to animals.

Discussion: Animal-testing.

Thursday (Short Day from 9:00 am-11:00 am)

Conversation: Love and technology, is it possible?

The subjunctive in descriptive sentences. Relative pronouns.

Friday

Activity: Looking for a boyfriend/girlfriend on the internet.

Debate: The "Stars:" Celebrities and Socialites.

Express Yourself: "What you have to do is..." (Advice and Advertisements).

Week 3

Finish the movie workshop and study grammar points, vocabulary, and the discussion points indicated below.

Monday

Activity: Interview with a famous person

The subjunctive in context. Conversations and dialogues in which the difference between information and intention is manifested.

Tuesday

Continuation of the subjunctive in context

Reading and debate of the text: *Políticamente correcto* (journalistic article by Antonio Muñoz Molina).

Spanish euphemisms.

Wednesday

Activity: "It's been so long since I've seen you!"

Express Yourself: "Hello?" (Dramatization of telephone conversations)

Review for Quiz 2

Thursday (Short Day from 9:00 am-11:00 am)**Quiz 2**

Listening Exercise

Friday**Turn in critical commentary of the movie**

Performance of the last act of the play acted out by the students.

The professor has the right to change the syllabus as necessary to accommodate the needs of the class.