

COURSE: 306: SPANISH GRAMMAR AND EXPRESSION II

COURSE OBJECTIVES

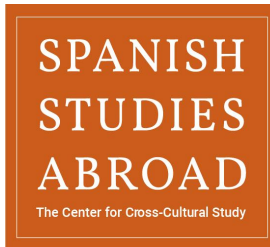
The main objective of this course is for students to reach an advanced level of grammar, vocabulary and spoken and written expression while at the same time reinforcing the knowledge that they already possess. We will review the aspects of Spanish grammar that pose the greatest difficulty for English natives. Special emphasis will be placed on improving conversational Spanish with the goal of preparing students for the linguistic and social realities of Spain.

STRUCTURE

This course combines theory with practice. Thus, we will study and review Spanish grammar in each section. The practical part of the course includes the completion of exercises from the textbook and other materials provided by the instructor, participation in debates and discussions of current issues, group and pair activities and the preparation of several types of texts.

The course has the following structure:

- **Grammar:** Each day, we will study the grammar topic specified and complete the corresponding exercises in the book.
- **Vocabulary:** Vocabulary will focus on different semantic areas.
- **Conversation:** We will devote a significant amount of time to debates and discussions on subjects related to Spanish lifestyle and culture.
- **Discussion:** We will also discuss controversial issues in order to foster communication among students.
- **Readings:** Students will read texts from the book and photocopies provided by the instructor in order to facilitate comprehension of grammar and conversational aspects.
- **Listening:** We will also occasionally listen to music and interviews in order to increase listening comprehension.
- **Projection:** When appropriate, we will view movies, series and documentaries in order to gain a greater understanding of Spanish culture.
- **Group work:** Students will practice the grammar that arises as a part of daily life in Spain, as well as presenting projects to the rest of the class.
- **Oral presentations** by students of news and other current content related to Spanish culture.



Moreover, as specified in the Writing Program, students should write **three compositions** on a common topic assigned by the instructor. These compositions will allow students to reflect on the knowledge they have acquired and develop critical thinking in Spanish. These writings will be marked with symbols and returned to students for further revision before handing in the final version. Compositions must be printed and double-spaced in order to facilitate correction. Genres will include the following

- News
- Argumentation
- Description

BIBLIOGRAPHY

(All manuals and dictionaries are available to students in our library.)

- Encinar. Palabras, palabras. Vocabulario temático. Madrid: Edelsa – Grupo Didascalía S.A., 1997.
- Fernández de la Torriente, G. Cómo escribir correctamente. La comunicación escrita. Madrid: Editorial Playor, 1989.
- Gómez Torrego. Gramática didáctica del español. Madrid: S.M., 1997.
- González Hermoso, J.R. Cuenot y M. Sánchez Alfaro. Gramática de español lengua extranjera. Madrid: Edelsa, 2000.
- Hernández. Ortografía básica. (Ejercicios y Actividades de autoaprendizaje). Madrid: S.G.E.L., 1989.
- Hernández. Ortografía 2. Norma y estilo. Madrid: S.G.E.L., 1993.
- M. McVey, B. Wegmann y T. Méndez-Faith. En contacto. Gramática en acción. Texas: Harcourt Brace College Publishers, 1992.
- Martín, J.A. Matilla y A. Sánchez. Gramática práctica de español para extranjeros. Madrid: S.G.E.L., 1996.
- R.A.E. Diccionario de la lengua española. Madrid, Espasa-Calpe: 1984.
- Valdés, T. Dvorak y T. Hannum. Composition: proceso y síntesis. New York: McGraw-Hill, Inc., 1989.

TEXTBOOK

Corpas Jaime et Alii. Aula 5. Barcelona: Difusión S. L., 2014



EVALUATION

Given the practice-oriented nature of this class, attendance and **active participation** are mandatory. Unexcused absences will result in a 5-point deduction to the participation grade. Students should devote time outside of class to reviewing the content covered that day, completing the assigned exercises, and preparing for the next day.

There will be a **midterm exam**, a comprehensive **final exam** covering all material from the course, and **three written compositions**.

1. Participation	25%
2. Compositions	25%
3. Midterm exam	20%
4. Final exam	30%

0. OTHER REQUIREMENTS

It is a requirement of this class and of CC-CS to participate in a language exchange. There will be a *special activity* in the center to introduce language partners.

0. TOPICS TO BE COVERED

Dates	Topic/ Activity planned
<u>Week 1</u>	0. Personal introductions and icebreaker. Overview of the syllabus. Unit 1: Good news <u>Communicative resources</u> : Telling about and commenting on a piece of news. <u>Grammar practice</u> : <ul style="list-style-type: none"> Past tenses. <u>Activities</u> : <ul style="list-style-type: none"> Success stories. <u>Syllabus</u> : Communication media. Politics and history. <u>Grammar practice</u> : Passive and impersonal structures. <ul style="list-style-type: none"> Passive and impersonal constructions.

<u>Week 2</u>	<p>Unit 2: What's your opinion? <u>Communicative resources:</u> giving an opinion, evaluating options. <u>Vocabulary:</u> talking about tourism, leisure activities, and characteristics of cities. <u>Grammar practice:</u></p> <ul style="list-style-type: none"> • <i>Creo que, no creo que, es una tontería..., solo sí/ siempre que...</i> <p><u>Communicative resources:</u> proposing, arguing and expressing agreement and disagreement.</p> <p>Composition 1: A news story. ¿Qué me dices?</p>
<u>Week 3</u>	<p><u>Activities:</u> Assembly. <u>Grammar practice:</u></p> <ul style="list-style-type: none"> • Some uses of the conditional. • <i>Te recomiendo/ aconsejo/ sugiero que</i> + present subjunctive.
<u>Week of March 4</u>	<p>Unit 3: I would never...</p> <p><u>Communicative resources:</u></p> <ul style="list-style-type: none"> • Giving advice, expressing wishes, giving opinions on behavior. • Expressing uncertainty and evoking imaginary situations. <p><u>Grammar practice:</u></p> <ul style="list-style-type: none"> • Preterite imperfect of the subjunctive. • <i>No sabía que...</i> <p><u>Vocabulary:</u> Sports and traditions.</p>
<u>Week 5</u>	<p>MIDTERM EXAM</p> <p>Unit 4: Ways of life <u>Communicative resources:</u></p> <ul style="list-style-type: none"> • Expressing cause and purpose. • Giving advice and making suggestions. <p><u>Grammar practice:</u></p> <ul style="list-style-type: none"> • Preterite imperfect of the subjunctive. • Uses of <i>por</i> and <i>para</i>. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Talking about personal relationships. • Urban tribes.
<u>Week 6</u>	<p><u>Communicative resources:</u></p> <ul style="list-style-type: none"> • Talking about feelings, character and personality. • Talking about qualities of people and objects.

	<p><u>Grammar practice:</u></p> <ul style="list-style-type: none"> • Correlation of verb tenses in subjunctive clauses. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Some verbs accompanied by a preposition. • Composition 2: Argumentation. Would you participate in a reality show?
<u>Week 7</u>	<p>Unit 5: Charming places</p> <p><u>Communicative resources:</u></p> <ul style="list-style-type: none"> • Talking about cities: describing them and commenting on their characteristics. • Talking about preconceived notions. <p><u>Grammar practice:</u></p> <ul style="list-style-type: none"> • Relative clauses: use of <i>de que, quien/es, cuyo/a/as/os</i>. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Describing cities and the world of travel.
<u>Week 8</u>	<p><u>Communicative resources:</u></p> <ul style="list-style-type: none"> • Expressing positive and negative and neutral feelings. <p><u>Grammar practice:</u></p> <ul style="list-style-type: none"> • Participles in relative clauses: the passive voice. • Verbs of perception and opinion + indicative/ subjunctive.
<u>Week 9</u>	<p>Unit 6: Evaluating experiences</p> <p><u>Communicative resources:</u></p> <ul style="list-style-type: none"> • Expressing conditions. • Establishing conditions and requirements. <p><u>Grammar practice:</u></p> <ul style="list-style-type: none"> • Uses of <i>se</i> in impersonal phrases. • Use of passive phrases.
<u>Week of 10</u>	<p><u>Activities:</u></p> <ul style="list-style-type: none"> • Images of Spanish • A class contest. <p>Composition 3: Description. The loveliest corner of ...</p> <p><u>Grammar practice:</u></p> <ul style="list-style-type: none"> • Relative constructions: <i>quienes, aquellos que, todo aquel que, el/ la/ los/ las que</i>. <p>REVIEW FOR THE FINAL EXAM</p>
<u>Week 11</u>	FINAL EXAM

The instructor may change specific plans at her discretion.