

SPAN 403: ADVANCED STUDIES IN SPANISH

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

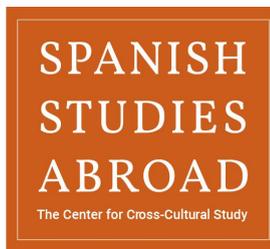
To strengthen the students' fluency we will work with different **vocabulary** and **grammatical aspects** of the language, both oral and written, that emerge from the different activities worked on in class.

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.

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



Corpas Jaime et alii. Aula 6. Nueva Edición. Barcelona: Difusión S. L., 2014.

COMPLEMENTARY BIBLIOGRAPHY

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- Fernández de la Torriente, G. Cómo escribir correctamente. La comunicación escrita. Madrid: Ed. Playor, 1989.
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- 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.
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- 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

Participación 20%
Written Compositions 20%
Oral Presentation 10%
Mid-term Exam 15%
Final Exam 20%
Homework 15%

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

<p>Week 1</p>	<p>Course presentation and personal introductions. Icebreaker.</p> <p>Topic 1: Body in motion.</p> <p>Communicative resources:</p> <p>Describe activities, movements and situations (8-10). Express feelings and emotional states (14,19).</p> <p>Grammar: Reflexive verbs.</p> <p>Vocabulary: <i>Quedar</i> and <i>poner</i>. Sports and dance vocabulary.</p>
<p>Week 2</p>	<p>Topic 1: Body in motion.</p> <p>Cinema: Body language in the movie “Volver” by Pedro Almodóvar (11,13). Grammar: Adjectives, gerunds and adverbs for describing actions. Giving instructions (20)</p> <p>Vocabulary: <i>Quedar</i> and <i>poner</i>. Sports and dance vocabulary. Extra content: Flamenco in Japan (21). Gypsy culture.</p>

Week 3	<p>Topic 2: He/she said he/she would do it.</p> <p>Communicative resources: Expressing objectives (26). Expressing intentionality (28). Describing promises in reported speech (27). Justifications (29).</p> <p>Grammar: Objectives in present and past. Uses of the involuntary se. Vocabulary: Reporting an incident. Hoaxes (25).</p> <p>Composition 1: Essay (Thursday)</p>
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Week 4	<p>Cinema in Spanish</p> <p>Communicative resources: Talking about cinema. Movie plots. Grammar: Reported speech.</p> <p>Vocabulary: Cinema.</p>
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Week 5	<p>Topic 3: That's what happened.</p> <p>Communicative resources: Combining past tenses to report past events. Communicating requests and warnings. Telling stories.</p> <p>Grammar: Review of past tenses and uses of the indicative imperfect. Markers and time constructions. Uses of the gerund.</p> <p>Vocabulary: Vocabulary related to the history of cities, football and news columns.</p>
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Week 6	<p>Happy travels.</p> <p>Communicative resources: Train journeys. Telling a travel anecdote. Grammar: Review of past tenses.</p> <p>Vocabulary: Travel.</p> <p>Extra content: Short film “Snack Attack”. Discussion of misunderstandings.</p> <p>Composition 2: Narration (Thursday).</p>
Week 7	<p>Topic 4: Before it’s too late...</p> <p>Communicative resources: Making future predictions (54). Analyzing causes and consequences of environmental problems (55 y 56).</p> <p>Grammar: Time constructions (58)</p> <p>Vocabulary: Vocabulary related to the environment. Extra content: Vegans versus carnivores.</p> <p>Midterm exam (Tuesday 22).</p>
Week 8	<p>Spanish politics.</p> <p>Communicative resources: Political parties: ideology and candidates. Grammar: Subjunctive or indicative for expressing time.</p> <p>Vocabulary: Elections.</p> <p>Extra content: Watching the news.</p>



Week 9	<p>Topic 5: Live to work.</p> <p>Communicative resources: Talking about Jobs and businesses (67). Pitching a project (76).</p> <p>Grammar: Subordinate phrases expressing concession: <i>aunque, a pesar de</i> (68-69). Vocabulary: Characteristics of workers (73).</p> <p>Composition 3: The blurb (Thursday).</p>
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Week 10 & 11	<p>Topic 6: Since I didn't know. . .</p> <p>Communicative resources: Talking about reproach (84). Grammar: Conditional sentences (86) Vocabulary: The educational system (81-89).</p> <p>Review for the final exam.</p>
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