

SPAN 307 ADVANCED PRESENT-DAY SPANISH USAGE

COURSE OBJECTIVES

The main objective of this course is for American learners of Spanish to attain the following competencies:

- greater fluency and accuracy in oral expression
- increased vocabulary
- the ability to handle spoken and written interactions, responding correctly in each communicative context;
- improved reading and writing skills and the ability to identify the main information and details of a written text and relay them to others
- knowledge of different aspects of Spanish sociocultural reality and an appreciation of this factor's relevance in the understanding and production of language appropriate to each communicative context

To achieve these goals, students will practice different language skills in an integrated manner.

STRUCTURE

In order for students to successfully achieve the course goals, classes are of active and communicative nature, with activities requiring students to use the language they are learning.

Spanish is the only language to be used in class and on cultural field trips, in accordance with CCCS's *sólo en español* policy.

For the development of content, we will follow a process based on communicative and pedagogical activities integrating skills of **interaction** and **oral and written expression**. The majority of activities will be aimed at **interaction** and **oral and written expression** and oriented toward obtaining a greater **lexical and semantic competency**.

We will work mainly with authentic texts from various sources, including newspaper articles, literary passages, audios, movies, videos, publicity, webpages and emails.

In the **textbook**, activities performed both in and out of class will develop the following skills:

- **receiving and analyzing information from written and spoken sources**, through readings, audios from different media, videos, questionnaires and surveys
- **interaction and elaboration of written and oral texts** such as messages, letters, compositions,

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oral presentations; participation in conversation and debates; commentary, analysis and contrast of images; participation in games; responding to surveys; creating advertisements and posters; creating and performing situational dialogues and skits

- **reflection on the system of the Spanish language** by reading texts, listening to audios, viewing movies and videos; controlled written and spoken grammar exercises; conceptual maps and word association games to reinforce and broaden vocabulary
- **getting to know the cultural component** through texts from various sources, including images, TV programs, videos, movies, songs, poems; visits to sites of cultural interest.

Throughout the course, the instructor will plan and organize work, observe and guide students in the process of carrying out activities. She will support students, serving as a point of reference and an information source.

In class, work will be completed **individually, in pairs and in groups**, through activities that are meaningful to students. A flexible approach will be taken, with the idea of selecting topics of interest to the class as a way of motivating students and involving them in the learning process.

The skills of language reception and emission will be taught **in an integrated manner** (written and oral interaction, listening and reading comprehension, spoken and written expression). To foster **written expression**, in addition to certain in-class writing activities, students will prepare **two 200-250 word-long compositions** following the guidelines of CCCS's Writing Program. This assignment will be given to students in a booklet. The writing process will include the following steps:

- Contextualization, presentation and analysis of the linguistic model.
- Outline of the first draft.
- Writing and handing in the first draft.
- Correction with symbols.
- Fixing errors and preparing the final version.

Students must attend **the mandatory activities indicated in the syllabus**. Failure to do so will affect the participation grade.

Mandatory cultural visits in the SYLLABUS: Reales Alcázares, Cathedral, Itálica.

TEXTBOOK

Sans, Neus (coord.) **Bitácora 4**. Nueva edición Barcelona: Difusión, 2018.

BIBLIOGRAFÍA

Cascón Martín, E. Español coloquial. Madrid: Edinumen, 2000

Castro Viudez, F. Aprende gramática y vocabulario Madrid: SGEL, 2004

Cortés, M. Guía de usos y costumbres de España. Madrid: Edelsa, 2003

Martín, M. Torrens, M^a J. Los conectores oracionales. Madrid: Edinumen, 2001

Martín, M. Los marcadores construcción e interpretación de discursos y enunciados. Madrid: Edinumen, 2003

Matte Bon, F. Gramática comunicativa del español. Tomos 1-2. Madrid: Edelsa, 2001

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Ramonedá, A. El libro de los verbos. Uso conjugación y dudas. Madrid: Alianza Editorial, 2006
Seco, M. Diccionario fraseológico documentado del español actual. Madrid: Aguilar, 2004
Real Academia Española, Diccionario de la Lengua Española, Madrid: Espasa-Calpe, 2001,
Rubio, P. Verbos españoles conjugados. Madrid: SGEL, 1997
Vázquez, G. (coord). Actividades para la escritura académica. Madrid: Edinumen 2001
VV.AA. Al habla. Tácticas de conversación. Madrid: SM, 1994
VV.AA. Diccionario para la enseñanza de la lengua española. Español para extranjeros. Barcelona: VOX., 2002

www.cvc.cervantes.es

www.rae.es

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

EVALUATION

1) Participation 25%
2) Written test 20%
3) Presentations of readings 10%
4) Compositions 20%
5) Final exam 25%

Attendance is mandatory and only health-related absences will be excused. In these cases, students must submit a doctor's note. Any unexcused absences will have the following effect on the participation grade:

Complete absence= 20-point deduction.

Partial absence = 5-point deduction per hour of absence.

OTHER REQUIREMENTS

It is a course and CCCS requirement for students to participate in a language exchange. A special activity will be held in CCCS where students will meet their language partners.

TOPIC

Dates	Content and activities
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<p>Week 1</p>	<p>UNIT 0 “Más fluidez y menos errores”</p> <ul style="list-style-type: none"> ❖ <u>Functional content</u> <ul style="list-style-type: none"> ° Talking about hypothetical situations ° Talking about objectives, difficulties and accomplishments ° Talking about requirements to be a good student ❖ <u>Linguistic content</u> <ul style="list-style-type: none"> ° Conditional structures with <i>si</i>. Imperfect subjunctive of the verb <i>ser</i>. Review of uses of the subjunctive. ° Vocabulary related with learning languages; difficulties y objectives; feelings, emotions, mental activities ❖ <u>Activities</u> <ul style="list-style-type: none"> ○ Presentation of the syllabus and class dynamic ○ Meeting classmates ○ Documents in Dossier 1 and 2 ○ Learning agenda unit 0 <p>➤ OBLIGATORY CULTURAL FIELD TRIP: Itálica</p>
<p>Week 2</p>	<p>UNIT 1: “¿Me quiere o no me quiere?”</p> <ul style="list-style-type: none"> ❖ <u>Functional content</u> <ul style="list-style-type: none"> ° Talking about feelings and emotions ° Describing characters, attitudes and feelings ° Evaluating past events ° Formulating unlikely hypotheses ° Interpreting literary texts ❖ <u>Linguistic content</u> <ul style="list-style-type: none"> ° Paraphrasing with the infinitive, gerund, and participle; degrees; imperfect subjunctive; relative clauses with the indicative and the subjunctive; conditionals with <i>si</i> + imperfect subjunctive; phrases of assessment with the imperfect subjunctive ° Vocabulary related to personality and character; vocabulary of personal relationships ❖ <u>Activities</u> <ul style="list-style-type: none"> ● Documents in Dossier 1-2-3 ● Learning agenda Unit 1 ● Project: Create a profile so that a couple works. <p>➤ OBLIGATORY CULTURAL VISIT: Reales Alcázares</p>

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Week 3

UNIT 2: “¿Es verdad o es mentira?”

❖ **Linguistic content**

- Talking about our relationship with information;
- Interpreting and presenting news
- Expressing agreement and disagreement
- Referring to something that has been said
- Expressing an opinion
- Debunking a piece of information
- Debate

❖ **Linguistic content**

- Verbs of opinion and thought + indicative/subjunctive; Adverbs with *–mente*; *Es falso que, no es verdad que* + subjunctive
- Vocabulary related to communication and the media; journalistic language: news and events

❖ **Activities**

- Documents from **dossier 1-2-3**
- Learning agendas
- Performing a TV debate
- **Project: Summarize the news**

Unit 3: “Paisajes, caminos y vidas”

❖ **Functional content**

- Talking about places and their characteristics; locate them spatially
- Expressing lack of knowledge and unmet expectations
- Expressing physical and emotional states
- Talking about one’s own identity

❖ **Linguistic content**

- Relative clauses with a preposition, in the formal register; passive phrases; impersonality; links of concession.
- Vocabulary related to the landscape and geographical accidents; nature and the environment; climate and weather; verbs of movement, identity and belonging to a place

❖ **Activities**

- Work related to a documentary on the Sierra de Guadarrama
- Preparing a formal text
- Work related to a listening about traversing a route.
- Learning agendas
- **Project: presentation of places you know**

❖ **HAND IN COMPOSITION 1**

<p>Week 4</p>	<p>UNIT 4: “ En cuerpo y alma”</p> <ul style="list-style-type: none"> ❖ <u>Functional content</u> <ul style="list-style-type: none"> ◦ Talking about health ◦ Making recommendations; notifying of a danger; expressing good wishes ◦ Speculating on the cause of something ◦ Talking about eating habits; making comparisons ❖ <u>Linguistic content</u> <ul style="list-style-type: none"> ◦ Conditional links ◦ Verbs with pronouns ◦ Future of possibility ◦ Comparative links ◦ Vocabulary related to the human body, health and illnesses, posture ◦ Vocabulary related to ingredients in food ❖ Activities <ul style="list-style-type: none"> ◦ Reading a text of recommendations or warnings ◦ Conversation about minor accidents ◦ Elaborating a list of possible dangers in different scenarios and how to avoid them ◦ Video of simulated accidents. ◦ Listening and debate on healthy eating. <ul style="list-style-type: none"> ● Project: design a campaign to avoid risks ➤ MANDATORY CULTURAL VISIT: Cathedral
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Week 5	<p>UNIT 5: “Increíble pero cierto”</p> <ul style="list-style-type: none">❖ <u>Functional content</u><ul style="list-style-type: none">◦ Telling an anecdote or reacting to one◦ Expressing complaints and protesting◦ Relaying conversations◦ Making requests◦ Asking for an apology◦ Speculating about the past❖ <u>Linguistic content</u><ul style="list-style-type: none">◦ Structure of the story: present. Contrast between the imperfect and the indefinite.◦ Exclamative phrases for reacting to an anecdote◦ style◦ Vocabulary related to hotel service◦ Vocabulary for assessing a situation❖ <u>Activities:</u><ul style="list-style-type: none">◦ Telling fun stories
	<ul style="list-style-type: none">◦ Videos and audios of anecdotes about hotel stays◦ Skits on hotel dialogues● <u>WRITTEN TEST</u>

<p>Week 6</p>	<p>UNIT 6: “Jóvenes y no tan jóvenes”</p> <ul style="list-style-type: none"> ❖ <u>Functional content</u> <ul style="list-style-type: none"> ◦ Making a conversation cohere ◦ Expressing wishes; evoking the past and expressing nostalgia ◦ Talking about social expectations ◦ Expressing unmet expectations in the past; reproaches ◦ Correcting or supplementing information ◦ Making proposals or suggestions ❖ <u>Linguistic content</u> <ul style="list-style-type: none"> ◦ Compound structures with infinite and conditional ◦ Structures with the subjunctive pluscuamperfect ◦ Vocabulary on stages of life ◦ Verbs of change ❖ <u>Activities</u> <ul style="list-style-type: none"> o Reading or viewing of texts about people in different stages of life o Interviewing a classmate o Make a chain of conditions o Create a campaign to combat stereotypes <p style="text-align: center;">● HAND IN COMPOSITION 2 (narration)</p>
<p>Week 7</p>	<p>UNIT 7: “Yo y mis circunstancias”</p> <ul style="list-style-type: none"> ❖ <u>Functional content</u> <ul style="list-style-type: none"> ◦ Talking about your own life ◦ Talking about factors that condition human existence ◦ Talking about achievements and failures ◦ Evaluating acts and achievements ❖ <u>Linguistic content</u> <ul style="list-style-type: none"> ◦ Subordinates in a story with indicative and subjunctive ◦ Relative clauses in the past ◦ The conditional as the future of the past ◦ Vocabulary related to information and life story, family relationships and social and political problems ❖ <u>Activities</u> <ul style="list-style-type: none"> ◦ Text and reflection on subordinate structures

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	<ul style="list-style-type: none"> ◦ Video and commentary by students ◦ Listening and conversation on life experiences ● Project: making an imaginary biography
Week 8	<p>UNIDAD 8: “El arte y la fiesta”</p> <ul style="list-style-type: none"> ❖ <u>Functional content</u> <ul style="list-style-type: none"> ◦ Talking about festivals and traditions ◦ Talking about a work of art ◦ Managing communication in oral discourse ◦ Highlighting part of a sentence ❖ <u>Linguistic content</u> <ul style="list-style-type: none"> ◦ Impersonality and generalization ◦ Situating events with <i>ser</i> ◦ Verbs with a preposition ◦ Vocabulary related to leisure, festivals, traditions and art ❖ <u>Activities</u> <ul style="list-style-type: none"> ◦ Organize an art exposition <ul style="list-style-type: none"> ● Project: Make an artistic portrait of a city and its festivals <p>Puente de la Constitución</p>
Week 9	<u>Review activities</u>
Week 10	<u>FINAL EXAM</u>