

SPANISH III (300):
Advanced Spanish
Advanced Spanish: Composition
Advanced Spanish: Conversation

SPANISH III (300): Advanced Spanish (4 US Cr.)

DESCRIPTION AND AIMS

The main goal of the course is to provide students with the appropriate atmosphere for them to develop their communicative competence from an intermediate level towards a high intermediate one. This will be achieved through practice involving the four language skills: listening, speaking, reading, and writing. The course will focus on specific grammar aspects that will be approached from a communicative perspective. This perspective will assume and value active participation of the students in the class at all times.

SYLLABUS

Main functional and grammar points:

WEEKS 1-2:

- Time markers (hace...que..., desde, ya/todavía no)
- Phrases (llevar + gerund, empezar a + infinitive, seguir + gerund...).
- Estar + gerund.

WEEKS 3-4:

- Expressing prohibition.
- Expressing something is obligatory.
- Talking about habits.
- Quantifiers (todo el mundo, algún, poco, la mayoría de...).
- Expressing impersonality (se + third person singular/plural).

WEEKS 5-6:

- Talking about the past: Imperfect tense. Regular and irregular verbs.
- Uses of the imperfect tense.
- Present time markers (hoy en día, actualmente, ya no/todavía...).

WEEKS 7-8:

- Imperative mood: forms and uses.
- Pronoun location.

WEEKS 9-10:

- Reported speech:
 - reporting information
 - reporting an order or a request
 - reporting a question

WEEKS 10-12:

- Talking about the past: Indefinite tense: forms.
- Uses of the indefinite tense.
- Imperfect-indefinite contrast.

WEEK 12:

- Asking for things, actions and favors (¿me das...? ¿tienes...?)
- Asking for permission (¿puedo...?)
- Giving permission.
- Giving excuses (es que...).

WEEKS 13-14:

- Simple future: forms.
- Formulating hypotheses about the future (seguramente, probablemente, supongo que...+ futuro)
- Expressing conditions (si + present indicative, future; depende de...)
- Talking about genres: movies, plays... (va de..., están... y..., de repente/de pronto...)
- Direct and indirect pronouns.

METHODOLOGY

All grammar and functional contents will be integrated into activities within the framework of units with different topics. Both theoretical explanations and practical work will be combined in the class.

Assignments will include daily homework. There will be a final exam and several midterm tests.

ASSESSMENT

The final grade will be calculated according to the following grade breakdown:

- Participation: 10%
- Homework: 30%
- Tests: 30 %
- Final exam: 30%

BIBLIOGRAPHY

Textbook:

Aula 3 (Barcelona: Difusión, 2004). Instructor's own material.

❖ Notes:

- Since class attendance is essential for the acquisition of the four skills, student attendance will be checked daily. Missing classes will negatively affect the student's final grade.
- The grading system, as well as the assessment standards, will be the same as those used in the U.S.A.

SPANISH III (300): Advanced Spanish: Composition (3 US Cr.)

DESCRIPTION AND AIMS

The main goal of the course is to provide students with the necessary resources for them to be able to improve their writing skills towards a high intermediate level by enabling them to write different types of basic texts in Spanish (narrative, descriptive, argumentative...) by means of exercises involving exposition, reflection, and practice. Students will learn techniques to organize the written speech, as well as style resources that will let them progress within the area of writing in Spanish.

SYLLABUS

WEEKS 1-2: Introductory writing activities and accent marks. (I)

WEEKS 3-6: Descriptive texts. (I)

WEEKS 7-9: Narrative texts. (I)

WEEKS 10-12: Argumentative texts. (I)

WEEKS 13-14: Letters.

METHODOLOGY

Students will be provided with grammar and style guidelines pertaining to the different sorts of texts to be worked on in class. These guidelines will enable them to do tasks based on reflection, guided practice, and creativity.

The final grade will be determined by several in-class and take-home essays. There will also be homework assignments.

ASSESSMENT

The final grade will be calculated according to the following grade breakdown:

Participation: 10%

Compositions: 55%

Final exam: 35%

BIBLIOGRAPHY

CHAMORRO, M.D., *Abanico*, Barcelona, Difusión, 1995.

FERREIRO, P. y ZAYAS-BAZÁN, E., *Cómo dominar la redacción*, Madrid, Playor, 1991.

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SPANISH III (300): Advanced Spanish: Conversation (3 US Cr.)

DESCRIPTION AND AIMS

The main goal of the course is to provide students with the necessary resources to develop their oral skills in Spanish towards a high intermediate level, both in formal and informal situations, by focusing on organization techniques of oral speech. Students will also improve their interaction skills in conversation, and will be offered the appropriate tools to carry out oral expositions about current topics successfully.

SYLLABUS

Basic contents to be covered throughout the course are the following:

- Debating strategies (I), such as:

Giving one's opinion by providing arguments for or against something.

Expressing agreement, partial agreement, and disagreement.

Clarifying or adding information.

Giving reasons.

Trying to convince someone of something.

- Oral presentation strategies (I), such as:

Introducing a topic.

Organizing the discourse.

Capturing the audience's attention.

Concluding.

-Conversation strategies (I).

METHODOLOGY

Students will be provided with oral resources and tools that will enable them to build their oral competence. This will be achieved through different activity types, such as communicative situations, debates, and oral presentations about topics related to Spanish society and culture.

ASSESSMENT

The final grade will be calculated according to the following grade breakdown:

Participation: 10%

Class activities: 40%

Presentations (debates and expositions): 50%

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CHAMORRO, M.D., *Abanico*, Barcelona, Difusión, 1995.

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SYLLABUS

Main functional and grammar points:

WEEKS 1-2:

- Expressing emotions and abilities (me da miedo, me pongo nervioso, me cuesta, se me da bien...).
- Verbs with pronouns (hacerse, quedarse.../interesar, gustar...).
- Sentences with “aunque”.

WEEKS 2-3:

- Talking about the past: Past perfect tense and imperfect-indefinite contrast.
- Past time markers (aquel día, a la semana siguiente, el año anterior...).
- Expressing cause (como, porque).
- Expressing concession (así que, de modo que).

WEEKS 4-5:

- Present subjunctive: regular and irregular forms.
- Expressing wishes, claims and needs (quiero + infinitive/+ que + subjunctive).
- Expressing one’s view on situations and facts (es horrible/increíble/justo... que. + infinitive...).
- Cuando + subjunctive.

WEEKS 5-6:

- Expressing interest and feelings (me encanta, me entusiasma, me sienta bien, me hace ilusión...).
- Showing agreement and disagreement (¡anda ya!, ¡qué va!, yo no diría eso, lo que pasa es que...).

WEEKS 7-8:

- Relative clauses.
- Subjunctive/indicative in relative clauses.

WEEKS 8-9:

- Formulating hypotheses (estoy seguro de que, a lo mejor, tal vez...).
- Formulating hypotheses (II): future simple and future perfect.
- Expressing certainty at different levels (estoy convencido de, he oído que, dicen...).

WEEKS 10-11:

- Passive and impersonal constructions (ser + past participle/ se + third person singular/plural).
- Direct object fronting.

WEEKS 12-13:

- Conditional tense: forms.
- Giving advice (yo, que tú,.../ te recomiendo que...).
- Talking about imaginary situations (si fuera tú, + conditional,...)

WEEKS 13-14:

- Reported speech: reporting the past. Use of tenses.
- Reporting orders, requests, and advice.
- Imperfect subjunctive tense.
- Review of indicative past tenses.

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Tests: 30 %
Final exam: 30%

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WEEKS 1-2: Introductory writing activities and accent marks. (II)

WEEKS 3-6: Descriptive texts. (II)

WEEKS 7-9: Narrative texts. (II)

WEEKS 10-12: Journalistic texts.

WEEKS 13-14: Argumentative texts. (II)

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- Oral presentation strategies (II), such as:

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