CIEE Seville, Spain

Course title: Advanced Spanish Grammar and Writing
Course code: SPAN 4101 CSCS
Programs offering course: Advanced Liberal Arts
Language of instruction: Spanish
U.S. semester credits: 3
Contact hours: 45
Term: Spring 2020

Course Description

This course is designed for Advanced Liberal Arts students as a continuation of the intensive session course SPAN 4502 CSCS INTENSIVE ADVANCED SPANISH GRAMMAR. This course will focus primarily on reading, analysis and composition, using the study of grammar as a mean of achieving the final objective: the acquisition of strategies that will adequately prepare the student to face the challenges of direct enrollment in the Spanish university systems. This course will have direct and positive repercussions on the academic performance of the student in his or her Spanish university classes, many of which will include oral presentations and written assignments, which will require the student to utilize the argumentative, expositive, narrative and descriptive skills developed throughout this course. Consequently, the course is based on the acquisition and practice of grammatical contents for the written and oral expression and the continued practice of these specific linguistic skills. The language resources attained through this course will directly contribute to the overall improvement of the student’s academic achievement in the rest of his/her subjects over the course of the semester with CIEE.

Learning Objectives

By completing this course, students will:

The principal objective of this course is for the student to reinforce and improve the grammatical capacities necessary to succeed in the Spanish university system, as well as to further develop the student’s ability to critically analyze texts of a
socio-political, historical, cultural and literary dimension. Additionally, the course will seek to improve and expand the student’s vocabulary, the analysis and correction of lexical, grammatical errors as well as other typical obstacles such as false cognates.

The following specific textual objectives are proposed:

1. General textual coherence.
2. Lineal and local coherence.
3. Verbal expression and fluency.
4. Semantic precision
5. Sentence fragmentation
6. Word fragmentation and lexical precision
8. Correct spelling. Use of morphologically correct words
9. Correct use of Accents

Course Prerequisites

None

Methods of Instruction

As opposed to the methods employed in the intensive session course, we will use texts to address grammatical issues and oral and written expression during the semester in order to lead to the aspects of grammar that will later be the focus of our study.

The course will employ texts of different types and characteristics (literary, journalistic, advertising, scientific…), registers, modalities (narrative, descriptive, argumentative…), and will be presented in different formats; on the one hand, through the use of a text book, and on the other hand, through other textual documents (handouts, pdf documents, audiovisual materials, PowerPoint presentations….).

The course methodology focuses on the acquisition of skills necessary to master different functions in Spanish: from the text, as a final product, to its functionality as well as its grammatical aspects.

There will be different collaborative digital projects as means of study.
Out-of-class activities: There will be 3 out-of-class activities over the course of the semester. The third activity of cultural content (theatre, music, exhibitions, conferences...), will be chosen according to the city’s cultural agenda.

Activity 1 (Spanish university students)

Description: survey of 10 young Spanish university students on different topics (the Spanish University system, the employment situation after college, musical tastes, youth and religion, youth and political participation, volunteering, 15 M, Spanish youth movement and Europe, young Spaniards and United States... etc)

Task 1: completion of a questionnaire in pairs (10 questions). Turn in during the first week.

Task 2: In pairs, survey 10 Spanish university students.

Task 3: Expository text on Spanish university students based on the results of the surveys. Individual composition of 300 words. To be submitted during the second week.

Task 4: digital task directed toward its publication on a social network.

Activity 2 (Spanish News)

Description: analysis of the daily press, choice of a topical subject during the two weeks of the course and presentation of the topic to the class.

Task 1: consultation of the press and choice of subject.

Task 2: analysis of the topic of news, search for information and Spanish people in the environment of the student opinion (accommodation, exchanges, CIEE...)

Task 3: brief oral presentation in class (5 minutes) of the chosen topic and its analysis during the second week (each student will choose a day).

Activity 3. Cultural activity (TBC)

Film, theatre, gastronomy activities or whichever event the city has to offer. The focus of the activities will always be language development.
Academic Honesty

Students are expected to act in accordance with their university and CIEE’s standards of conduct concerning plagiarism and academic dishonesty. Use of online translators for work in Spanish will result in an automatic failure.

Linguistic Resource Center

It is recommended that students utilize the LRC to receive assistance and improve their written expression.

Assessment and Final Grade

1. Assignments and Compositions 25%
2. Midterm 25%
3. Final 25%
4. Final Project. Digital Storytelling 15%
5. Participation 10%
TOTAL 100%

Course Requirements

Assignments and Compositions

Weekly Assignments and Compositions: Correction and level, punctuality in the delivery of such work. The self-correction of the progressive errors of English-speaking students will positively evaluated during the course.

Format: The assignments will be submitted in various formats proposed by the professor in each case, according to the proposed task. Some units will employ different easily-accessible social networks.

Presentation: Introduction of the topic, topic development and conclusions at an appropriate language level, using the resources presented in class (discursive connectors, open-ended questions), ability to communicate (vocabulary, pronunciation, grammar), organization, meeting the time requirements, ability to elicit the participation of the audience and audience interaction.
Compositions: Grammatical correctness, appropriateness of the textual typology, lexical range, spelling competency (coherence and cohesion), textual organization. Students are expected to hand in (upload) 4 compositions through the course, whose length will be 650 words. (see the fixed calendar suggested for this at the Weekly Schedule section)

The class has a webpage on the digital platform, Canvas, with exercises, documents, etc.; the student will receive an invitation from the system to access it.

Midterm
Final
Final Project. Digital Storytelling
Participation

attendance, interest, active participation in line with the topic and task discussed in class, completion of assignments, preparation of the assigned material for each day of class.

Attendance

Students are not allowed to miss class for unjustified reasons. For each unexcused absence, the participation portion of the grade will be lowered. Hence, it will be very difficult to receive a 100 in the class. Please keep this in mind. If a student misses class once without a valid excuse (a note from a physician in the event of an illness), then the professor will automatically lower the final grade by 5 points (on a 100-point scale) for each class missed thereafter. Students with 6 or more absences will fail the course.

Students should arrive to class on-time. Arriving more than 15 minutes late for a class will count as an unexcused absence. Please note that an excused absence is one that is accompanied by a doctor’s note: signed stamped and dated. Travelling and/or travel delays are not considered valid reasons for missing class.

* Notes from a physician will only be valid and admitted by the Program Manager if the doctor confirms that the visit could not have been arranged at another time, or that the student was too ill to attend class that day.
Course schedule is subject to change due to study tours, excursions, and local holidays. Final schedules will be included in the final syllabus provided to students on site.

Weekly Schedule

Week 1

Class 1.1  Verbs that change meaning (reflexives-non-reflexives)

Complex prepositions

Contrast of the past

Class 1.2  Descriptive style/adjectives

Completing the quizzes and exercises located in the pertinent chapter at Canvas

Read pages 30-35 (CIEE handbook)

Week 2

Class 2.1  Future tenses in Spanish

Future of probability, missing, reprimand, concessive values and future mandate

Class 2.2  Completing the quizzes and exercises located in the pertinent chapter at Canvas

Read pages 20-24 (CIEE handbook)

Week 3

Class 3.1  Lexical distinctions (Spanish-English)
To hand in the first composition. It should be uploaded to Canvas.

Class 3.2 The conditional. Hypotheses, conjectures, concessions and courtesy

Read pages 63-66 (CIEE handbook)

Week 4
Class 4.1 The imperative. Imperative grammar in Spanish

Other ways to express orders in Spanish.

Read pages 70-75 (CIEE handbook)

Class 4.2 Completing the quizzes and exercises located in the pertinent chapters at Canvas

Read pages 16-19 (CIEE handbook)

Week 5
Class 5.1 Verbs of language, understanding and perception

Interrogatives. Indirect

Read pages 25-29 (CIEE handbook)

Class 5.2 Verbal periphrasis. Duration, frequency, reiteration, approximation

Verbal periphrasis. Termination

Completing the quizzes and exercises located in the pertinent chapters at Canvas.

Read pages 36-41 (CIEE handbook)

Week 6
Class 6.1 Verbal periphrasis. Obligatory
Read pages 36-41 (CIEE handbook)

Class 6.2 Verbal periphrasis. Inchoative.

Read pages 36-41 (CIEE handbook)

To hand in the second composition. It is supposed to be uploaded to Canvas at the time fixed.

Week 7

Class 7.1 The subjunctive. Verbs of will and influence. Emotion or sentiment

Completing the quizzes and exercises located in the pertinent chapters at Canvas.

Read pages 82--87 (CIEE handbook)

Class 7.2 Emotion or sentiment.

Generalized constructions with ser, estar, resultar, parecer

Verbs with double meanings and double constructions

Read pages 42-45 (CIEE handbook)

Week 8

Class 8.1 Temporal phrases. Cuando temporal/conditional

Read pages 81-85 (CIEE handbook)

Class 8.2 Pronouns. Direct and indirect complements.

Read pages 47-50 (CIEE handbook)

Week 9

Class 9.1 Concessive clauses. Otras construcciones concesivas (con + infinitivo)
Read pages 50-54 (CIEE handbook)

Class 9.2 Concessive clause con todo, participio/adjetivo + y todo Aun + gerundio + y todo

Read pages 50-54 (CIEE handbook)

To hand in the third composition. It is supposed to be uploaded to Canvas.

Week 10
Class 10.1 Verbs of language, understanding and perception. Interrogatives. Indirect

Read pages 56-60 (CIEE handbook)

Class 10.2 INDIRECT STYLE I (changing verb tenses, changing verbs, verbs of diction...)

Read pages 60-64 (CIEE handbook)

Week 11
Class 11.1 INDIRECT STYLE II (changing verb tenses, changing verbs, verbs of diction...)

Read pages 60-64 (CIEE handbook)

Class 11.2 Usages of se: difficult aspects

Read pages 90-94 (CIEE handbook)

Week 12
Class 12.1 General review

Class 12.2 Final Exam
Course Materials

Readings

Student Workbook (CIEE): Students will receive a handbook edited and created by CIEE; the manual will help strengthen basic grammar elements for the level.

AAVV. The skills I have. Grammar exercises. CIEE. Sevilla. 2009

Text for required purchase: During the first week of the course, we will decide the material to use, and will recommend a manual for purchase. This will be recommended during class, depending on the exact level of the students.

Additional Reference Books

- Cassany, D. Expresión escrita en L2/ELE. Cuadernos de didáctica del español/le. Arco/Libros. Madrid, 2005
• Miquel, L y Sans, N. ¿A que no sabes...?. Curso de perfeccionamiento de español para extranjeros. Edelsa. Madrid, 1998 (12ª edición)
• Montolío, E. Conectores de la lengua escrita. Ariel Practicum. Barcelona, 2001
• Torijano Pérez, J.A. Errores de aprendizaje, aprendizaje de los errores. Cuadernos de didáctica del español/le. Arco/Libros. Madrid, 2004

Online Resources

Dictionaries

In addition to a Spanish-English dictionary, the use of one of the following Spanish dictionaries is highly recommended:

The following links may be of use:

www.rae.es (diccionario de la Real Academia Española)

http://iate.europa.eu (diccionario europeo, recoge todas las lenguas de la UE. Muy exacto en la definición de términos y diferentes usos de los mismos)

www.cvc.cervantes.es (página con diferentes prácticas on-line, textos, foros…sobre el español)

www.zonaele.es (página de gran ayuda en cuestiones gramaticales, conjugaciones, irregularidades. Todas las cuestiones están recogidas por orden alfabético)

The following journalistic websites are also recommended:

www.elpais.com

www.elmundo.es

www.abc.es

www.diariodesevilla.es
Magazine: Puntoycoma Magazine available on loan, students may request this loan from the professor.