



***“Spanish-American Institute of International Education is an international program affiliated with the University of Wisconsin-Platteville, governed by Spanish rules and regulations that bring American and Spanish cultures and systems together”.***

## **Third Year Composition & Conversation II Spring 2016**

**Course Code:** SPAN 3060

**Prerequisites:** 5 semesters of college level Spanish

**Language of Instruction:** Spanish

**Contact Hours:** 42

**Credits:** 3

**Professor:** Dolores Gamero

**Email:** lgamero@saiie.com

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### **A. GENERAL COURSE OBJECTIVES**

The objective of this course will be to develop and increase the student's communication skills within an intermediate-high level of Spanish.

This course will focus on the practice and participation of the students in class and interaction of all the elements that form part of the language learning process.

### **B. SPECIFIC COURSE OBJECTIVES**

Using the levels B1-B2 from the Common European Framework of Reference for Languages as a base, at the end of term the student should have achieved the following objectives for the different linguistic skills:

#### **1. Listening and Reading Comprehension**

- Understand the main ideas of speeches and more in depth conferences, when it is about everyday matters or a fairly well known topic.
- Understand the majority of news announcements from the media and programs based on current affairs.
- Understand a bit more than the main idea of conversations of personal or professional interest.
- Understand texts that are written in every day normal Spanish as well as colloquial Spanish.
- Understand the description of events, feelings, and wishes in personal letters.
- Understand vocabulary and film scenes at a standard level of Spanish.

#### **2. Oral Expression**

- Express yourself with fluidity and spontaneously without having to obviously look for the appropriate phrases or expressions.
- Know how to connect phrases easily with the aim of describing experiences and facts, dreams and ambitions.
- Be able to tell a story or short story, the plot of a book or film, and be able to describe possible reactions.
- Know how to explain a point of view about a topic, explaining the advantages and disadvantages of several options.

#### **3. Writing**

- Be able to write clear and detailed texts that are well formed about a variety of topics related to particular interests.

-Be able to write letters, essays, or reports, giving information, and supporting or denying a concrete opinion.

### C. COURSE PLAN

#### Unit 1

➤ **Grammatical Content**

Ser and estar. Revision of uses. Idiomatic expressions with *ser* and *estar*. Verb *parecer*.

➤ **Functional Content**

Describe and define. Identify people, places, and objects, and give secondary information. Ask for information.

➤ **Lexical Content**

Vocabulary description. Personal information (biography). Expressions to ask for and give information.

➤ **Cultural Content**

Spanish customs in contrast to North American customs. The Spanish way of life.

#### Unit 2

➤ **Grammatical Content**

Revision of indicative tenses: present, past, and future. Expressions of time.

➤ **Functional Content**

Tell and describe anecdotes about uses and customs. Talk about the past. Make guesses, promises, talk about future actions that depend on a condition. Make predictions.

➤ **Lexical Content**

Vocabulary related to social relationships. Good and bad personal experiences. Anecdotes. Stories.

➤ **Cultural Content**

Latin American Literature: Mario Benedetti: *Una palabra enorme*.

#### Unit 3

➤ **Grammatical Content**

Imperative affirmative and negative. Old fashioned forms of the imperative: *Venga, vamos, mira*.

➤ **Functional Content**

Grant permission. Convince, attract attention, and encourage action. Persuade. Give instructions. Give advice, recommendations, and solutions. Give orders. Offer something. Show disagreement.

➤ **Lexical Content**

Spanish food. Writing a recipe.

➤ **Cultural Content**

Mediterranean diet. Literature: comparison of texts (revision of imperative through literary texts). Teresa de Calcuta, Mario Benedetti, Dalai Lama.

**Unit 4**

➤ **Grammatical Content**

Revision of indicative past tenses: perfect and imperfect. Contrast with preterite.

➤ **Functional Content**

Combine past tenses in oral and written speech. Express the frequency of actions. Tell the biography of another person. Talk about likes and hobbies in the different stages of life. Express continuity and duration. Express an action interrupted by another.

➤ **Lexical Content**

Going shopping. Food, quantities, and packaging. Spanish drinks. Shops and establishments.

➤ **Cultural Content**

Markets in Spain. Street markets in Seville. Flea market in Madrid.

**Unit 5**

➤ **Grammatical Content**

Simple conditional. Indirect speech: introductory verbs and transmission from questions.

➤ **Functional Content**

Express probability and hypothesis. To make guesses in the past. Suggestions and advice. Future references related to the past. Express courtesy. Pass on what someone else said.

➤ **Lexical Content**

Professions. Job related vocabulary.

➤ **Cultural Content**

Job situation in Spain. Watch the short film *La entrevista*.

## Unit 6

- **Grammatical Content**  
Pluperfect indicative. Comparative clauses.
- **Functional Content**  
Express approximate distance or time. Talk about the past inside the past. Make comparisons. Assess activities.
- **Lexical Content**  
Peculiarities and customs. Messages, telegrams, emails, informal letters, and notes. Music Vocabulary.
- **Cultural Content**  
The phenomenon of music in our country. The best artists.

## Unit 7

- **Grammatical Content**  
Present subjunctive. Regular and irregular verbs. Phrases with *ojalá, espero, deseo, quiero que, quizás, a lo mejor...*
- **Functional Content**  
Express wishes. React to a wish. Encourage someone. Express probability. Assess and think. Highlight or give importance to something. Express agreement and disagreement. Organise our words: to argue.
- **Lexical Content**  
Tourism in Seville. Essential places. Understanding and accepting topics about Andalucía and the Andalusians.
- **Cultural Content**  
Seville, monuments, essential corners. Topics about Andalucía. Spanish literature: Gonzalo Torrente Ballester: *Quizá nos lleve el tiempo al infinito*. Cuban music: Silvio Rodríguez, Ojalá.

## Unit 8

- **Grammatical Content**  
Compound clauses I. Revision of coordinating conjunctions. Copulative, adversative, disjunctive, and consecutive clauses.
- **Functional Content**  
Express addition or comparison, opposition or exclusion, offer opinions to choose from, explain the cause and the consequence.
- **Lexical Content**

Spring festivals in Seville. Vocabulary and expressions related to Holy Week and Seville Fair.

➤ **Cultural Content**

Spring festivals in Seville: Holy Week and April Fair. Set phrases and popular sayings.

**Unit 9**

➤ **Grammatical Content**

Compound clauses II: subordinate adverbs of time, manner, and place. Purpose subordinate clauses. Discourse markers.

➤ **Functional Content**

Express circumstances of time, refer to a place related to the main clause, indicate the way in which the main action takes place, explain the purpose or intention of an action.

➤ **Lexical Content**

Vocabulary related to Spanish and Latin American literature. Literary and advertising resources.

➤ **Cultural Content**

Great Spanish and Latin American writers. Short stories.

**D. ASSESSMENT**

In order to calculate the final grade, the professor will apply the following criteria:

Exam 1= 20%

Exam 2= 20%

Exam 3= 20%

Quiz 1= 5%

Quiz 2= 5%

Oral Presentation= 12%

Research Project= 8%

Compositions= 10%

**1. Grading**

97-100	A+	77-79	C+
93-96	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+

83-86 B            63-66 D  
80-82 B-           60-62 D-

Below 60 F

## **2. Assessment Criteria**

### ➤ **Examinations**

The exams will assess the comprehension and assimilation of necessary theoretical and practical content through different types of written activities in order to achieve the specific objectives set for this course in agreement with the Common European Framework of Reference for Languages.

Each written exam will consist of different types of practical questions that will include:

- Closed answer questions (true/false, fill in the blanks, multiple choice) = 40%
- Open answer questions (complete phrases, write short answers, give examples, write more complex essays where you express your opinion) = 60%

\*If a student copies during an exam, they will be expelled from the classroom and be given a F in that class.

### ➤ **Compositions**

Students should hand in personally THREE compositions to the professor on the date indicated. Each composition must be 325-350 words long, typed and double spaced.

- 1) That's how I am: **9<sup>th</sup> February**
- 2) My favorite film: **1<sup>st</sup> March**
- 3) My hobbies: **31<sup>st</sup> March**

The professor will assess different aspects of the compositions:

- Information and originality = 20%
- Written expression = 75%
- Presentation = 5%

The mark of the composition will be reduced, if you write less than the minimum amount of words required.

\*If a student plagiarizes a piece of work partially or fully, they will be given a F in that piece of work. If the student plagiarizes a second time, they will be given a F in that class.

### ➤ **Research Project**

The student will write a paper of approximately 1000-1100 words. The topic will be "My time in Spain". This piece of work should include memories, anecdotes,

opinions, and assessment of the influence that this experience can have on your future. For this piece of work the student can use any type of supporting material, provided that it is used to clarify and illustrate your argument. It is necessary that the student also shows their ideas and makes their own conclusions about the topic. The student can ask for help or guidance from the teacher about the project at any time.

The professor will assess the following aspects of the project:

- Information and originality = 30%
- Written Expression = 60%
- Presentation = 10%

Hand-in date: **26<sup>th</sup> April**

If a student wants to send the compositions to the professor by email, they should follow the following rules:

-Nomenclature of the attached file will be the class code, document type (composición C / trabajo T / intercambio I), followed by the number of the composition or piece of work that it corresponds to.

For example: span 3050 T1

-Number the pages of the file in the lower right hand corner.

-Write the name and surname of the student in the top right hand corner of the first page.

### ➤ **Oral Presentation**

During the semester students will have to do TWO oral presentations. For the first presentation each student will work on a topic about the Spanish culture and will do an oral presentation in Spanish to the rest of the class and for the second presentation they will show and defend their final project. The student will be able to use any supporting material that makes the presentation clear and intelligent. The student cannot directly read from the text. However they can use annotations, cards, etc that help them to remember the content of that presentation.

The professor will evaluate:

- Originality in the presentation = 10%
- Information = 20%
- Oral Expression and pronunciation = 70%

The presentation should last approximately 15 minutes.

Dates:

Presentation 1: 8th March

Presentation 2: 22nd April

## **E. CLASS RULES**

- Attendance is mandatory. For this reason after 4 unjustified absences, the final mark will be reduced by 10%.
- It is necessary that students are punctual. Students will not be allowed in the classroom five minutes after class has begun.
- If a student cannot hand in a composition or a piece of work by the deadline due to health reasons, they must tell the professor within 3 days and give them a justification of the absence signed by the doctor.
- Quizzes, exams, and handing in compositions must be done on the fixed date.
- A good attitude in class towards learning and practicing the language will be positively taken into account.

**The professor will always be available during class hours to resolve any doubt or problem that the student may have.**

## **F. CALENDAR**

- Classes start: **18<sup>th</sup> January**
- Classes end: **6<sup>th</sup> May**
- Exam 1: **16<sup>th</sup> February**
- Exam 2: **15<sup>th</sup> March**
- Final Exam: **3<sup>rd</sup> May (8:30-11:30)**
- Quiz 1: **4<sup>th</sup> February**
- Quiz 2: **3<sup>rd</sup> March**

## **G. BIBLIOGRAPHY**

- Francisca Castro. *Uso de la Gramática Española. Nivel Intermedio*, Editorial. Edelsa.
- VVAA. *Gramática básica del estudiante de español, A1 B1+*, editorial Difusión.
- Ernesto Marín. *Gente B2*, editorial Difusión.
- VVAA. *Manual de español Agencia ELE B1*, editorial SGEL.
- VVAA. *Propuestas para dinamizar la clase de ELE*, editorial Edelsa.
- VVAA. *Historias cortas para aprender español*, editorial Edinumen.
- Material given by the professor.
- Audiovisual material and films in Spanish.

\*This semester program is susceptible to adjustment to characteristics of the student, time available, and other factors that are considered worthy by the professor.

**Please note**

Students can make use of resources that Seville's public libraries offer, especially:

- Biblioteca Infanta Elena en avd. M<sup>ª</sup> Luisa s/n
- Biblioteca Central de la Universidad de Sevilla en c/ San Fernando nº 4