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WISCONSIN - PLATTEVILLE

## **Third Year Composition & Conversation I.**

**Course Code:** SPAN 3050

**Prerequisites:** 4 semesters of college-level Spanish

**Language of Instruction:** Spanish

**Contact Hours:** 42

**Credits:** 3

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## **A. COURSE OBJECTIVES**

The objective of this course is to develop and increase the student's communication ability to achieve an intermediate-high level of Spanish.

This course will focus on the practice and participation of the students in class and interaction with everything that forms part of the process of learning a language.

## **B. SPECIFIC COURSE OBJECTIVES**

Keeping in mind the key skills involved in learning a language; listening comprehension, reading comprehension, speaking and writing, from this course the student should achieve the aims for each skill which for this level of Spanish will be:

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

- Understand the main ideas when speech is normal and clear and when everyday matters which take place at work, school, during free time etc are talked about.
- Understand the main idea of many radio or television programs which are about current topics or matters of personal or professional interest, when articulation is relatively slow and clear.
- Understand texts written in everyday Spanish or related to the work in class.
- Understand descriptions of events, feelings and desires in personal letters.

### **2. Oral Expression**

- Know how to get by in almost all situations when travelling in a Spanish speaking place.
- Be able to spontaneously participate in a conversation about topics of daily interest or that are relevant to daily life.
- Know how to put sentences together simply with the aim of describing experiences, facts, dreams, hopes and ambitions.
- Can briefly explain and justify opinions and projects.
- Know how to tell a story or short story, the plot of a film or book and can describe possible reactions.



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### 3. Writing

- Be able to write simple, well formed texts about well known topics or topics of personal interest.
- Can write personal letters that describe experiences or impressions.

#### C. COURSE PLAN

##### Unit 1

- **Grammatical Content**  
Revision of the present indicative. Ser y Estar.
- **Functional Content**  
Tell and describe anecdotes about customs. Give instructions and advice on how to get along in other countries and cultures.
- **Lexical Content**  
Vocabulary about the body, body parts and personality
- **Cultural Content**  
Courtesy in Spain. Spanish Customs. Body language.

##### Unit 2

- **Grammatical Content**  
Revision of the past tenses. Pluperfect preterit of the indicative: formation and use.  
Expressions of curiosity and surprise. Expressions of time.
- **Functional Content**  
Talk about the past. Place an action before another in the past. Control communication: repeating, questioning, doubting, summarizing etc. Express and provoke curiosity.
- **Lexical Content**  
Personal experiences. Biographies. Anecdotes. Legends and stories.



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- **Cultural Content**  
Famous People. Spain: The time of Franco.

### Unit 3

- **Grammatical Content**  
The negative imperative regular and irregular. Imperative with pronouns. Forms of the imperative "fossilizadas": 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**  
Vocabulary related to advertising, television and forms of communication.
- **Cultural Content**  
Spanish means of communication. Telebasura.

### Unit 4

- **Grammatical Content**  
Present tense subjunctive: how to form it, regular and irregular. *Ojalá, espero, deseo, quiero+que*. Quizás+subjunctive. A lo mejor+indicative. Adjectives and pronouns. Undefined (revision).
- **Functional Content**  
Express desires. React towards a desire. Encourage someone. Express probability. Indicate the existence of something or someone.
- **Lexical Content**  
Vocabulary related to feelings, couple.
- **Cultural Content**  
The relationship of couples in Spain.



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## Unit 5

- **Grammatical Content**  
Future: how to form it and its use. Contrast imperfect future and simple conditional. Indicators of probability: a lo mejor, quizá, etc.
- **Functional Content**  
Express probability in the present, past and future. Apologize, be sorry. Respond with conviction. Deny/ confirm. Express surprise and worry. Be calm/calm someone down.
- **Lexical Content**  
Superstitions and obsessions. Colloquial expressions. Proverbs.
- **Cultural Content**  
The signs of Spanish identity. Spanish sense of humor. Spanish jokes. Humor in Seville.

## Unit 6

- **Grammatical Content**  
Verbs and opinion phrases: me parece/es...adjetivo...que...subjuntive., me parece/está...adverbio...que...subjuntivo, es cierto/evidente...que...indicativo, etc.  
  
Structure: lo más/menos...adjetivo...es. Explanation: organization of speech.  
Subject Pronouns: emphatic use.
- **Functional Content**  
Value and believe. Emphasize or give important to something. Express agreement and disagreement. Organizing our words: explain.
- **Lexical Content**  
Vocabulary related to art (painting and sculptures).
- **Cultural Content**  
Art in Seville.



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## Unit 7

- **Grammatical Content**  
Revision of ser and estar. Relative clauses. Contrast indicative/subjunctive.  
Unknown/known antecedent.
- **Functional Content**  
Describe and define. Identify objects, places and people and give secondary information. Ask for information as to whether someone knows something or someone. Ask something specific.
- **Lexical Content**  
The Spanish education system, work.
- **Cultural Content**  
The work environment in our country. First work in and outside of Spain.  
Emigration of Spaniards.

## Unit 8

- **Grammatical Content**  
Antes/después de+infinitive. Cuando/después de que/hasta que+indicative/subjunctive. Antes de que+subjunctive. Other time connectors/phrases.
- **Functional Content**  
Connect two moments in time. Express when the action occurred. Use the future.
- **Lexical Content**  
Vocabulary about home and food.
- **Cultural Content**  
Healthy eating. The Mediterranean diet and food trends. Diet problems eg allergies.



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## Unit 9

- **Grammatical Content**

Conjunctions which express cause: porque, a causa de que, debido a que, ya que, dado que...

- **Functional Content**

Explain the motive or cause of an action. Explain the true cause of something denying other explanations. Justify opinions denying the previous one. Give explanations or excuse yourself about something. Express annoyance and resignation. Be sorry about something. Calm down and console someone.

- **Lexical Content**

Obsessions and customs. Messages, telegrams, emails, informal letters and notes. Music Vocabulary.

- **Cultural Content**

Spanish music. The best artists.

## **D. 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

## **E. CLASS RULES**

- Attendance is mandatory, for this reason after 4 unjustified absences the final mark will be penalized 10%.
- It is important that students are punctual. Students will not be allowed in the classroom five minutes after class has begun.



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- If a student cannot hand in a composition or a piece of work by the deadline due to health reason they must tell the professor and give them a justification of the absence signed by the doctor
- Quizzes and exams must be done on the fixed date.
- A good class attitude towards learning and practicing the language will be taken into account positively.
- The use of Wikipedia for essays and presentations is not allowed.
- The use of Google translate or similar tools to translate whole sentences is not recommended.
- Plagiarism in work or presentations will be penalized by the percentage worth of the piece of work in which plagiarism was found. To avoid confusion always reference the sources of information used.

#### **E. CRITERIA FOR ASSESSMENT**

To calculate the final grade, the teacher will apply the following guidelines:

Exam nº 1.....20%  
Exam nº 2.....20%  
Exam nº 3.....20%

Quiz nº 1.....5%  
Quiz nº 2.....5%  
Oral Presentation.....10%  
Research Project.....10%  
Composition and tasks...10%

#### **E1. COMPOSITIONS**

The student should personally hand in THREE compositions to the teacher on the deadline. Each composition should be 275 words long, typed and double spaced.

Topic: ``Biografía de una persona a la que admiro `` Biography of a person I admire

Topic: "Diferencias y semejanzas culturales entre España Y Estados Unidos" Cultural difference and similarities between Spain and the USA

Topic: "¿en qué ha cambiado mi vida desde que estoy en España?" In what way has my life changed since being in Spain?





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## **E2. RESEARCH PROJECT**

The student will write a paper of approximately 1000-1100 words about a topic that interests them and has relation with Spanish culture. For this work the student can use any type of material (except Wikipedia or anything similar) they must always make reference at the end of the work. It is important that the student shows their ideas and makes their own conclusions about the topic. At any time a student can ask for help or guidance about the work from the teacher. The format of the text must be size 12 and double spaced.

To reach a final grade, for the compositions as well as the research Project, the professor will evaluate the text according to the following different aspects:

- Information
- Grammar
- Vocabulary
- Presentation

## **E3. ORAL PRESENTATION**

During the semester students will have to do two presentations (it is possible to do it groups of two or individually). The teacher will decide upon the dates of these oral presentations. The presentation will last 15 minutes and will be on a topic chosen from the list below as proposed by the teacher. During the presentation the student cannot read from any text although he/she can use notes or index cards. At the end there will be a round of questions by the teacher and the other classmates can also ask and participate.

The teacher will positively evaluate the following:

- Originality of presentation
- Information
- Vocabulary used
- Oral expressions and pronunciation

### **\*Proposed topics:**

- Global warming
- Spanish Music
- Spanish Politics



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- The Internet
- Bull fights
- The exploitation of minors in the world.
- Differences between Americans and Spaniards
- The role of women in the world
- The death penalty
- The economic inequalities in society and the world.
- A festival or famous celebration in another city in Spain.

It is possible for the student to propose another topic which interests them as long as they tell the teacher beforehand. Each student will be assessed individually. The date of each student's presentation will be drawn once the course has started.

## **F- BIBLIOGRAPHY**

Material given by the teacher.

We recommend bringing a pocket dictionary to class.

Guerra García, Miguel Ángel, Martín Rodríguez, José Ramón. *Curso de español de supervivencia: Meta ELE, B1. Grupo Discalia S.A. Edelsa.*

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Moreno Concha, Moreno Victoria, Zurita Piedad. *Avance. Nivel A2, B1, B2.* SGEL, 2006.  
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Hernandez Carmen, Mikiado Clara, Moreno Concha. *Español Lengua Extranjera, Gramática.* Grupo Anaya, 2007.

Balea Amalia, Ramos Pilar. *Viva la cultura en España.* En CLAVE-ELE, 2007.

Centellas Aurora, Millares Selena, *Método de español para extranjeros. Nivel intermedio.* Edinumen, 2000.

Castro Francisca. *Uso de la gramática española. Nivel intermedio.* Edelsa, 2006.