



## CIEE Seville, Spain

<b>Course name:</b>	Academic Writing and Critical Thinking
<b>Course number:</b>	SPAN 4001 CSCS
<b>Programs offering course:</b>	Liberal Arts, Advanced Liberal Arts, Business and Society and Communication, New Media and Journalism – Spanish Programs
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	3 credits
<b>Contact hours:</b>	45 hours
<b>Term:</b>	Spring 2020

### Course Description

This course is designed for the student with at least six semesters of university level Spanish. The primary objective of the course is to reinforce and improve the student's capacity for written and spoken expression, through the study of texts regarding the social, political and cultural reality of the world that surrounds us. In order to do so, the student will be provided with the grammatical tools necessary for the elaboration of various types of texts: expository, argumentative, narrative and descriptive. This will not only reinforce the basic grammatical contents addressed in previous courses, but also allow the student greater discursive fluidity in his/her spoken and written capabilities.

It is an advanced level Spanish Course for native English-speaking students who want to achieve maximum competence linguistically, communicatively, pragmatically and socio-culturally during their time abroad. The aim of the course, in direct connection with the students' experience abroad, and through various activities inside and outside the classroom, is for the students to progressively and continuously learn and acquire skills throughout the semester, specifically, the linguistic, communicative and pragmatic functions and socio-cultural norms that guarantee real success in the use of the Spanish language. Also, it sets the objective of the course that the students end their stay as competent, Spanish-speaking individuals who can continue to develop in the future in different areas of Spanish.

To improve written expression, students will expand their writing skills of the four fundamental writing styles most often asked of Spanish majors or minors: descriptive, narrative, expository, and argumentative. In this way, the class will also serve as a basis for other classes where the student is required to debate, give presentations and write essays, in which they can employ their language resources in description, narration, exposition, and argumentation, which are objectives of this course.

### Course Prerequisites

Registration is limited to certain students based on the results of the on-site language exam or the recommendation of the Intensive Session professor.

4 semesters of college-level Spanish (or equivalent). Students need to have a GPA of at least 2.5.

### Learning Objectives

Reinforce and expand the grammatical resources necessary for the use of Spanish in an academic environment as well as a further development of the analysis and comprehension of texts of a socio-political, historic, cultural, and literary nature. Similarly, the course attempts an expansion of



vocabulary and an analysis and correction of lexical errors and treatment of the ever-confusing false cognates, collocations, synonyms and antonyms, and replacing verbs such as 'ser', 'estar', 'haber', 'poner', and 'tener'.

There is also a remarkable stress to strengthening of writing techniques by developing and applying writing techniques to produce academic writing: descriptive, narrative, expository, and argumentative.

Students are expected to improve speaking skills by developing and applying techniques for oral expression related to academic texts: descriptive, narrative, expository, and argumentative.

Finally, the course tries to arise and stimulate critical analysis and expression among students, both in an oral and written context

### **Methods of Instruction**

According to the necessities of the students throughout the different stages of their study abroad experience, each session will present real and relevant material (contemporary texts, video news clips, debates, advertisements, movies and television shows, etc.). The linguistic structures, morphological, syntactic and lexical forms, communicative functions and pragmatic and socio-cultural norms will be practiced and analyzed in a clear and repetitive way to allow the student to communicate and interact correctly and properly in Spanish. This way, the student will discover, formulate, and test hypotheses and enjoy opportunities that facilitate learning and understanding.

Practical activities will take place in and outside the classroom. In-class activities (dialogues, role plays, debates, meaningful and motivating oral presentations). These will allow the students to understand society's communicative behaviors permitting them to contextualize various social situations by showing them the importance of the location and time of communication, to appreciate the attitudes and the interactive models of speakers, and to be sensitive to the ways, resources, and linguistic elements used to organize speech. Out-of-class (individual and group) activities are directly related to the specific moment they are experiencing in their journey as a study abroad student and are structured to apply what they have learned in class thus far. They will interview native Spanish speakers about current events, produce reports (about different socio-cultural aspects of Seville) which will be presented in class (with the use of a video) for later viewing, understanding, analysis, commentary, discussion and evaluation of the linguistic, communicative, pragmatic, historical, social and cultural aspects.

### **Course Requirements**

#### **Course work**

- **Grammar exercises.** Individual exercises to be completed individually
- **Weekly assignments.** A total of **4 short essays**, about **350 words each** (*Times New Roman, size 12 font, and 1.5 spacing*). To be handed on the dates specified in the weekly schedule.
- **Essays.** A total of **3 long essays**, about **700 words each** (*Times New Roman, size 12 font, and 1.5 spacing*). Due dates outlined in the weekly schedule.
- **Individual Project.** The student will choose a topic and give an oral presentation, with an audiovisual format, stressing the concepts learned in class related to the descriptive, narrative, and expository/argumentative texts. This project will have an audiovisual format and will be presented in class according to the dates on the syllabus. Title: **A look at Seville.**



In addition to the grammatical and textual adaptation in oral form, the student's creativity and originality in the creation, development and presentation of the project will be assessed.

- **Midterm and Final Exam.**

### **Description of Exams**

Both exams will have the same structure. They will consist of two parts, one designated to grammar with questions that are similar to those in the workbook and the other that will consist of a written essay.

Also, both exams will include a short (5 minutes) speaking part where the student should demonstrate his or her knowledge of the techniques and strategies practiced and developed during the course in relation to the text type in question.

### **Assessment and Final Grade**

#### **Evaluation Criteria:**

**Participation:** attendance, interest, active participation connected to the topic and assignment dealt with in class, completion of the assigned homework, as well as the preparation of the material assigned for each class.

**Weekly assignments:** Grammatical correctness and level, meeting the due date.

**Individual Project.** The student's language skills and textual adaptation in oral format will be evaluated, as well as originality and creativity in the selections and that development of the subject incites subsequent group discussion.

**Compositions:** grammatical correctness, adaptation to the textual typology, lexical variety, spelling competence (coherence and cohesion), textual organization.

**CIEE classes are not graded on a curve nor is there extra credit work. The final grade will be based upon the following criteria:**

- |                          |      |
|--------------------------|------|
| ● Participation          | 10%  |
| ● Weekly assignments (4) | 15%  |
| ● Essays (3)             | 15%  |
| ● Individual Project     | 15%  |
| ● Midterm exam           | 20 % |
| ● Final exam             | 25%  |

#### **Attendance policy**

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 twice 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.

### **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**

Since this course's learning objective is to learn different language skills, the use of the LRC is **NOT PERMITTED**. All class assignments will be returned with commentary, graded by the professor, and for this reason any correction prior to the professor's will interfere with the process and objectives of this course. The professor has office hours in which the student may come to resolve issues with the subject material. On the other hand, the use of the language tutorial service is recommended.

## **Weekly Schedule**

### **Week 1:**

1.1 Course Introduction. Objectives, contents, methodologies and grading.

Description: introduction. Useful vocabulary: vocabulary related to spatial reality and places

1.2 Vocabulary related to the description of people: physical aspects. False cognates. Miscellany of typical mistakes made by English speaking learners of Spanish as a L2.

Reading: Butt, John y Benjamín, Carmen. *A New Referente Grammar of Modern Spanish*.

### **Week 2:**

2.1 Articles: usages. The present: usages. The infinitive. The infinitive. Verb + verb: periphrastic conjugation. Nouns in description

2.2 The gender of certain nouns. The plural of some nouns: problems (To hand in *1<sup>st</sup> weekly assignment*)

Reading: Butt, John y Benjamín, Carmen. *A New Referente Grammar of Modern Spanish*.

### **Week 3:**

3.1 Stylistic aspects: the usage of some adjectives when describing. Position and Meaning. Grammatical aspects: *ser* vs. *estar*. Main problems. *Ser* vs. *estar*: Standard usages. *Ser* vs. *estar* distinction with adjectives

3.2 Demonstratives: usages. The demonstrative neuter. Adjectives: forms, agreement, shortening. Attributive clause: syntax, agreement and pronominalization.

Reading: Butt, John y Benjamín, Carmen. *A New Referente Grammar of Modern Spanish*.

### **Week 4:**



- 4.1 Relatives clauses: pronouns and structure. Relatives clauses with preposition. Stylistic aspects: uses of the verbal tenses when narrating: previous situation (past perfect), background (imperfect), action (preterite)
- 4.2. *Tener* + nouns used when describing. Unipersonal verbs: possibility and evaluation locutions. Existential *haber*. Verbs to describe the weather. Other copulative verbs. Useful vocabulary: vocabulary related to a chronology of events  
(to hand in 1st composition)
- Reading: Butt, John y Benjamín, Carmen. *A New Referente Grammar of Modern Spanish*.

#### **Week 5**

- 5.2 Narration: two different aspects connected with a tense: contrasts and differential aspects of the imperfect: middle of the action preterite vs. preterite: beginning or fulfillment.
- 5.3 Contrasts with stative verbs: saber, conocer, poder, querer, tener, etc. Verbs of emotional reaction: syntax and structure. Different subjects. Mood. Preterite and Imperfect  
(to hand in 2nd weekly assignment)
- Reading: Butt, John y Benjamín, Carmen. *A New Referente Grammar of Modern Spanish*.

#### **Week 6:**

- 6.1 Review general description and narratives  
(to hand in 1st essay)

##### **Mid-Term Exam**

Reading: Butt, John y Benjamín, Carmen. *A New Referente Grammar of Modern Spanish*.

#### **Week 7:**

- 7.1 Verbs of becoming (*ponerse, quedarse, hacerse, volverse*, etc.). Useful vocabulary when referring to a dialogue in any narration. Indirect speech when narrating. The past of subjunctive vs. the present of indicative.
- 7.2 Clause versus infinitive infinitive. The adverbs of time and manner. The adverbs in the narration. Adverbs of manner.  
(to hand in 3rd weekly assignment)
- Reading: Butt, John y Benjamín, Carmen. *A New Referente Grammar of Modern Spanish*.

#### **Week 8:**

- 8.1 Adjective + *mente* = adverb. Adverbs of time and logic relationship. Adverbs of sequence and Order. Adverb, preposition and conjunction.
- 8.2 Adverbial clause and mood. Clause reduction: a preposition+ infinitive. Noun clause and reference. Specification of the reference.  
(to hand in 2nd composition)
- Reading: Butt, John y Benjamín, Carmen. *A New Referente Grammar of Modern Spanish*.

#### **Week 9:**

- 9.1 Noun + noun. Noun + preposition+ noun. Nouns becoming an adjective. Quantifiers: comments and partitives. Approximate quantification. Ellipsis of a noun, with prepositions, demonstratives and quantifiers.



9.2 Neuter vs. nominalization. *Lo* to determine the grade of modification. Nominalization in the relative pronouns with *el que, lo que, quién* and *cuando*.

(to hand in a draft of the individual project)

Reading: Butt, John y Benjamín, Carmen. *A New Referente Grammar of Modern Spanish*.

#### **Week 10:**

10.1 Cleft sentence for focalization. Intensifiers to compare: list, form and function. Comparatives: *más, menos tan(to)*. Irregular Comparatives, superlative y comparative: expansion of comparatives. Other comparative patterns: *más que vs. más de*. The passive in Spanish.

10.2. Other usages of *lo*. Argumentation: introduction. Useful vocabulary to introduce reasoning (to hand in 4th weekly assignment)

Reading: Butt, John y Benjamín, Carmen. *A New Referente Grammar of Modern Spanish*.

#### **Week 11:**

11.1 Personal and impersonal noun clauses Syntax and formation. Neutral order. Transformed order: movements of subjects y objects. Postposition and inversion of the subject. Anteposition of the subject.

11.2 Order and information. Grammatical, stylistics and informative factors. Pseudo passive and Deemphasize. Adverbial, time, concessive, purpose and conditional clauses: grammatical aspect (to hand in 3rd composition)

Presentation in class of the individual project

Reading: Butt, John y Benjamín, Carmen. *A New Referente Grammar of Modern Spanish*.

#### **Week 12:**

12.1 Review

- Hand in Essay 3

12.2 **FINAL EXAM**

#### **Out of Classroom Activities**

This course will complete several out of class activities, which will be indicated at the beginning of the semester, depending on the cultural offering and activities of the cities at the time.

#### **Course Materials**

##### ***Recommended:***

- Clave. Diccionario de uso del español actual. Ediciones SM
- Butt, John y Benjamín, Carmen. *A New Referente Grammar of Modern Spanish*. Gredos, Madrid, 2003
- Gómez Torrego, Leonardo. *Gramática didáctica del español*. Madrid, Ediciones SM, 2002 (8ª edición)
- Prado, Marcial. *Diccionario de Falsos Amigos Inglés-Español*. Gredos. Madrid. 2003
- “Webgrafía”. Direcciones electrónicas de páginas en Internet para la práctica autónoma de temas gramaticales (en el cuadernillo de trabajo)

### **Additional references**

- *La expresión escrita en el aula de E/LE*. Revista Carabela. Número 46. Septiembre 1999. Madrid. Sgel
- Álvarez, M. *Tipos de escrito I: Narración y descripción*. Col. Cuadernos de lengua española, nº 5. Madrid, 1993 (6ª edición, 2003) Arco Libros
- Álvarez, M. *Tipos de escrito II: Exposición y argumentación*. Col. Cuadernos de lengua española, nº 15. Madrid, 1994 (5ª edición, 2002) Arco Libros
- Álvarez, M. *Ejercicios de escritura*. Nivel avanzado. Colección Práctica. Español Lengua Extranjera. Anaya ELE y Universidad de Alcalá de Henares. Madrid, 2002
- Arnal, C y Ruíz de Garibay, A. *Escribe en español*. Español por destrezas. Sgel. Madrid, 2001
- Bados Ciria, C. *Textos literarios y ejercicios*. Nivel avanzado. Español Lengua Extranjera. Anaya ELE y Universidad de Alcalá de Henares. Madrid, 2001
- Capón, Mª Luisa y Gil, Manuela. *Dificultades del español para hablantes de inglés*. Colección Prácticos. Editorial SM. Madrid, 2003
- Cassany, D. *Expresión escrita en L2/ELE*. Cuadernos de didáctica del español/le. Arco/Libros. Madrid, 2005
- Díaz, L y Aymerich, M. *La destreza escrita*. Colección PAP. Editorial Edelsa. Madrid, 2003
- Matte Bon. F. *Gramática comunicativa del español*. De la lengua a la idea. Tomo 1. Edelsa. Madrid, 1995
- Miquel, L y Sans, N. *¿A que no sabes...?*. Curso de perfeccionamiento de español para extranjeros. Edelsa. Madrid, 1998 (12ª edición)
- Montolío, E. (Coord.) *Manual práctico de escritura académica*. Vol. 1-2-3. Ariel Practicum. Barcelona, 2002
- 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