

Study Center in Santiago, Dominican Republic

Course name:	Advanced Spanish I
Course number:	SPAN 3001 DRAS
Programs offering course:	Liberal Arts
Language of instruction:	Spanish
U.S. Semester Credits:	6
Contact Hours:	90
Term:	Spring 2017

Course Description:

This program has been designed to help students obtain an integrated mastery of the Spanish language. It seeks to develop their communicative abilities, both oral and written, and their ability to employ complete grammatical structures. The course presents diverse communicative contexts that include reading practice, analysis, discussion, and debates about current world themes and about cultural aspects of the Caribbean, Latin America, Spain and, specifically, the Dominican Republic. This class requires that students already have a solid base in everyday Spanish vocabulary and simple grammatical structures.

Learning Objectives

By the end of this course students will:

1. Be able to communicate fluently in Spanish.
2. Understand and produce texts orally and in writing using different communication styles.
3. Have widened their general vocabulary, integrating the lessons acquired during the process of interaction throughout the semester.
4. Properly employ the grammatical structures that correspond to their use in context in the present and the imperfect of the subjunctive.
5. Have acquired cultural knowledge that permits them to insert themselves into diverse contexts of the Hispanic Dominican world.

Course Contents

Unit I: Introduction. Reactivation of previous knowledge.

- 1.1 Communicative functions:
 - 1.1.1 Describe and compare.
 - 1.1.2 Narrate experiences and happenings.
 - 1.1.3 Speak about inter-relationships.
 - 1.1.4 Speak about professional experience.
- 1.2 Contextualized vocabulary:
 - 1.2.1 Daily life.
 - 1.2.2 Important people and places.
 - 1.2.3 Classes and classmates.
 - 1.2.4 Significant experiences.
- 1.3 Grammar in context:
 - 1.3.1 Uses of *ser/estar/haber*.
 - 1.3.2 Uses of the preterite indicative: indefinite, imperfect, perfect, and pluperfect.
 - 1.3.3 Expressions and comparative links.
- 1.4 Communicative practice:
 - 1.4.1 Describe persons, places and situations.
 - 1.4.2 Read and understand texts.
 - 1.4.3 Write and employee complaint.
 - 1.4.4 Write a CV/resume.
 - 1.4.5 Write narrative accounts.
 - 1.4.6 Narrate experiences.

Unit II: Expressing feelings.

- 2.1 Communicative functions:
 - 2.1.1 Expressing feelings.
 - 2.1.2 Expressing desires.
 - 2.1.3 Referring to people and objects (both necessary and desired) and specifying their characteristics.
- 2.2 Contextualized vocabulary:
 - 2.2.1 The family.
 - 2.2.2 Varied feelings (happiness, pain, pleasure, anger, etc.).
 - 2.2.3 Characteristics of people, objects, and situations.

2.3 Grammar in context:

- 2.3.1 Present of the subjunctive (in context of desires and feelings).
- 2.3.2 Contrasts between indicative and the subjunctive.
- 2.3.3 Structure for expressing desires and feelings.
- 2.3.4 Morphology of the verbs *gustar*, *doler* and others like them.
- 2.3.5 Pronouns as objects and reflexives.
- 2.3.6 Relative pronouns.

2.4 Communicative practice:

- 2.4.1 Listen to and sing a song to determine the feelings that it expresses
- 2.4.2 Express feelings about your family, your companions, and your classes.
- 2.4.3 Write a letter expressing feelings.
- 2.4.4 Express desires about people or objects, specifying their characteristics.
- 2.4.5 Create dialogs simulating a situation in which pleasure, depression, happiness, and gratefulness are expressed.

UNIT III: Expressing opinions.

3.1 Communicative functions:

- 3.1.1 Expressing opinions.
- 3.1.2 Expressing agreement and disagreement.
- 3.1.3 Arguing ideas and positions.
- 3.1.4 Expressing hypotheses.
- 3.1.5 Expressing values.

3.2 Contextualized vocabulary:

- 3.2.1 Public transportation.
- 3.2.2 *Piropos* and popular expressions.
- 3.2.3 Discrimination (*machismo*).
- 3.2.4 Domestic violence.

3.3 Grammar in context:

- 3.3.1 Present of the subjunctive (context of opinion and appraisal).
- 3.3.2 Uses of the perfect of the subjunctive.
- 3.3.3 Uses of simple future and compound future.

3.4 Communicative practice:

- 3.4.1 Present oral opinions on various topics.
- 3.4.2 Debate current themes.
- 3.4.3 Write opinions about interesting themes.
- 3.4.4 Elaborate various hypotheses.

UNIT IV: Expressing conditions and advice.

- 4.1 Communicative functions:
 - 4.1.1 Express conditions.
 - 4.1.2 Express advice.
 - 4.1.3 Express unintentionality.
 - 4.1.4 Express requests, petitions, and complaints.

- 4.2 Contextualized vocabulary:
 - 4.2.1 Emigration.
 - 4.2.2 Touristic and historic places.
 - 4.2.3 Hypothetical situations and ideals (to be a genius, to be exceptionally gifted, to be president, etc.)

- 4.3 Grammar in context:
 - 4.3.1 Morphology and uses of the conditional.
 - 4.3.2 Conditional sentences with “*si*.”
 - 4.3.3 Uses of the past subjunctive: imperfect and pluperfect.
 - 4.3.4 Uses of *se* to express unintentionality.

- 4.4 Communicative practice:
 - 4.4.1 Speak about expectations for the future.
 - 4.4.2 Listen to songs related to the theme.
 - 4.4.3 Write a letter of complaint.
 - 4.4.4 Simulate dialogs in which you ask for and receive advice.
 - 4.4.5 Write a letter recommending places to visit in the D.R.

UNIT V: Reference to discourse.

- 5.1 Communicative functions:
 - 5.1.1 Refer to something someone else said.
 - 5.1.2 Express temporality, causation, and finality.

- 5.2 Contextualized vocabulary:
 - 5.2.1 Mediums for communication.
 - 5.2.2 Famous phrases and refrains.
 - 5.2.3 Gastronomy and recipes.

- 5.3 Grammar in context:
 - 5.3.1 Review of the preterite and imperfect of the indicative.
 - 5.3.2 Expressions of temporality, causation, and finality.
 - 5.3.3 Verbs of communication.
 - 5.3.4 The imperfect and pluperfect of the subjunctive in indirect style contexts.
 - 5.3.5 The direct and indirect styles in these contexts.

- 5.4 Communicative practice:
 - 5.4.1 Read sentences and dialogs that illustrate the indirect style.
 - 5.4.2 Produce texts and sentences expressing temporality, causality, and finality.
 - 5.4.3 Listen to phone calls and transmit messages.
 - 5.4.4 Read texts in magazines and newspapers and transmit the information.

Course Evaluation:

Exams	Evaluation Units	Percentage
First Partial Exam	Units I and II	20%
Second Partial Exam	Units III and IV	20%
Oral practice		15%
Written practice		10%
Homework and participation		10%
Final Exam	I, II, III, IV & V	25%
Total		100%

Course Materials

Readings

Cerrolaza, M.; Cerrolaza, O. y Llovet, B. (2000). **Planeta E/LE #3**. Segunda reimpresión. Madrid: Edelsa, Grupo Didascalía, S.A.

Quilis A. y Hernández, J. (1996). **Curso de fonética y fonología españolas**. Madrid: Consejo Superior de Investigaciones Científicas.

King, L. y Suñer, M. (1999). **Gramática española – Análisis y práctica**. Boston: McGraw Hill, Inc.

Uribe, M. (1996). **Notas y apuntes lexicográficos, americanismos y dominicanismos**. Santo Domingo: Editora de colores, Universidad Central del Este.

Rubin, J. and I. Thompson. (2000). **Cómo ser un gran estudiante de idiomas**. Segunda edición. México: International Thomson Editores, S. A.

Whitley, M.S., González, L. (2000) **Gramática para la composición**. Washington, D.C. : Georgetown University Press.

Sitios Web de interés:

www.rincondominicano.com

www.dominicanrepublic.com/spanish

www.colby.edu/~bknelson/exercises

www.dominicana.com.do

www.cocinadominicana.com