Study Center in Santiago, Dominican Republic

Course name: Advanced Spanish II
Course number: SPAN 3002 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 offers students the necessary tools to develop their communicative competencies and thus reinforce previous knowledge about the most complex aspects of Spanish grammar. A wide variety of exercises help students develop their written and oral comprehension and writing skills, as well the acquisition of a contextualized vocabulary, touching upon readings based around various themes in Hispanic-American culture from Spain, the Caribbean, and especially the Dominican Republic. Thorough knowledge of complex grammatical structures and a wide vocabulary previously learned at intermediate levels is required.

Learning Objectives

At the end of the course, students should be able to:
1. Use Spanish language fluently in order to interact in distinct communicative contexts
2. Analyze and produce complex oral and written texts of diverse kinds.
3. Use a wide and active level of vocabulary that is distinctly relevant to Hispanic and Dominican cultures.
4. Use, in diverse communicative situations, the most complex structures of the language, related to the uses of conditional and subjunctive tenses in all of their forms.
5. Understand the diverse socio-cultural processes of Hispanic America, the Caribbean, and the Dominican Republic, in such a way that he or she can interact within a Spanish-speaking environment.

Course Content:

Unit I: Introduction: Reactivation of previous knowledge

  1.1   Communicative functions:
        1.1.1   Narrate experiences and events.
        1.1.2   Describe situations.
        1.1.3   Follow actions in sequence.
        1.1.4   Speak about the processes of interaction within a new culture.

  1.2   Contextualized Vocabulary:
        1.2.1   Habitual actions of interaction within a new culture.
        1.2.2   Significant experiences.

  1.3 Grammar in Context:
        1.3.1   Uses of the preterite and the indicative imperfect: Contrasts.
        1.3.2 Uses of "to be"(*ser/estar*) with an adjective
        1.3.3 Uses of *por* and *para*.
        1.3.4 Direct object and indirect object pronouns.

  1.4 Communication Practice:
        1.4.1 Speak about recent experiences.
        1.4.2 Observe places and situations in order to be able to describe them.
        1.4.3 Write narratives and descriptions.
        1.4.4 Listen to and sing a song.

Unit II: Expressing fantasies and desires.

  2.1   Communicative Functions:
        2.1.1   Expressing desires and feelings.
        2.1.2   Describing and identifying people.

  2.2   Contextualized Vocabulary:
        2.2.1 The Dominican family.
        2.2.2 Customs and traditions.
        2.2.3 Interrelationships among family members.

  2.2   Grammar in Context:
        2.2.1   Uses of the present, perfect, and imperfect subjunctive
        2.2.2   Expressions of feelings.
        2.2.3   Uses of the conditional tense in the expression of feelings.
  2.3   Communication Practice:
        2.3.1   Learn and sing a song.
        2.3.2   Dialogue about expressing feelings.
        2.3.3   Write texts expressing personal feelings.
        2.3.4   Express feelings in the past.
        2.3.5   Express desires or hopes that are difficult to achieve.

Unit III: Expression of opinions and arguments.

3.1   Communicative Functions:
    3.1.1   Express opinions about facts or current events.
    3.1.2   Discuss and argue points of reasoning.
    3.1.3   Express causes, consequences, mood, or the purpose of something.
    3.1.4   Place values on behavior and deeds around you.

3.2   Contextualized Vocabulary:
    3.2.1   Relevant aspects of Dominican Spanish.
    3.2.2   Refrains and other popular expressions.
    3.2.3   *Piropos* as a cultural manifestation.

3.3   Grammar in Context:
    3.3.1   Uses of the present subjunctive tense to state opinions, set values, and state arguments.
    3.3.2   The imperfect of the subjunctive to refer to past opinions.
    3.3.3   Use of relative pronouns with prepositions.
    3.3.4   Relative sentences.
    3.3.5   Relative clauses with the indicative and subjunctive tenses.
    3.3.6   Speaking verbs.
    3.3.7   The direct and indirect styles.
    3.3.8   Temporal correspondence in the indirect style.

3.3   Communication Practice:
    3.3.1   Give your opinion about topics of interest.
    3.3.2   Write arguments to defend a personal position.
    3.3.3   Tell a joke.
    3.3.4   Read and listen to dialogs to refer to the indirect style.
    3.3.5   Make lists of refrains and *piropos*.
    3.3.6   Dramatize various situations.

Unit IV: Conditional expressions.

4.1   Communicative Functions:
    4.1.1   Expressing impossible conditions.
    4.1.2   Expressing conditions that are unlikely, remote, or difficult to fulfill.
    4.1.3   Expressing criticism when confronted with a bad experience.

4.2   Vocabulary in Context:
    4.2.1   Inequality between men and women.
    4.2.2   Racism.
    4.2.3   Discrimination.

4.3   Grammar in Context:
    4.3.1   Conditional sentences using *si*.
    4.3.2   The simple and complex conditional tenses.
    4.3.3   Uses of the subjunctive in sentences with unlikely conditions.
    4.3.4   The imperfect and pluperfect of the subjunctive in a sentence with unlikely conditions.
    4.3.5   Temporal agreement in conditional sentences.
    4.3.6   Use of *aunque* with the indicative and conditional tenses.

4.3   Communication Practice:
    4.3.1   Dialogue about what you would do and what you would not do.
    4.3.2   Express conditions when faced with a proposed situation.
    4.3.3   Write a text responding to a situation with unlikely conditions.
    4.3.4   Propose solutions to problems that are posed to you.
    4.3.5   Learn, sing, and analyze a song.

Unit V: Expression of temporality.

5.1   Communicative Functions:
    5.1.1   Speak about routine activities.
    5.1.2   Put events and actions into chronological order.
    5.1.3   Talk about times from the past

5.2   Contextualized Vocabulary:
    5.2.1   The life of a university student.
    5.2.2   Daily routine.
    5.2.3   Dominican food.

5.3   Grammar in Context:
    5.3.1   Temporal clauses using indicative or subjunctive tenses.
    5.3.2   Uses of *antes de* and *después de* with infinitive or subjunctive.
    5.3.3   Uses of the past tense to refer to previous times.
    5.3.4   Use of temporal connections and sequences.
    5.3.5   Uses of the imperative tense in the creation of prescriptive texts.

5.4   Communication Practice:
    5.4.1 Organize routine actions in chronological order.
    5.4.2   Describe your daily routine as a university students.
    5.4.3   Produce prescriptive texts.

Course Evaluation

Exams	Evaluation Units	Percentage
First mid-term exam	Units I and II	20%
Second mid-term	Units III and IV	20%
Oral practice		15%
Writing practice		10%
Participation and assignments		10%
Final exam	All the material	25%
Total		100%

Course Materials

Readings

Alonso, M.R., Cal, M., López, P., and Varela, J. (2007) **Diccionario de eseñanza aprendizaje de lenguas**. Alicante-Clave ELE.

Borrego J., A. y Prieto, E. (1986). **El subjuntivo: Valores y usos.** Madrid: Sociedad general Española de Librería.

Cerrolaza, M.; Cerrolaza, O. y Llovet, B. (2000). **Planeta E/LE #4**. **Curso de Perfeccionamiento.** Madrid: Edelsa, Grupo Didascalia, S.A.

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

Lunn, P. y De Cesaris, J. (1992). **Investigación de Gramática.** Boston: Heinle & Heinle Publishers, Inc.

Matte Bon, F. (2008) **Gramática comunicativa del español**. Madrid: Edelsa (Vol. I and II).

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

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

Whitley, M.S., González, L. (2007) **Gramática para la composición**. Washington, D.C.: Georgetown University Press.