



CIEE Barcelona, Spain

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| Course name: | Spanish for Heritage Learners |
| Course number: | SPAN 4003 BASP |
| Programs offering course: | Barcelona Advanced Liberal Arts, Barcelona Business and Culture, Barcelona Economics and Culture, Barcelona Global Architecture and Design, Barcelona Liberal Arts, Barcelona Language and Culture |
| Language of instruction: | Spanish |
| U.S. Semester Credits: | 3 |
| Contact Hours: | 45 |
| Term: | Spring 2019 |

Course Description

This course will analyze the main characteristics of discourse writing in Spanish from the point of view of its preparation and especially of its execution. The processes of writing to be discussed will include: planning, textualization and revision. The prototypical text typologies to be mastered by the university student will be presented and the grammatical, lexical and discursive features associated to each of them will be explained. The concepts of appropriateness, coherence, cohesion, correction, variation and style will be covered in order to achieve expertly written texts in Spanish.

In addition, the course will address the historical presence of the Spanish language in America and, in particular, in the territory of the current United States of America. Linguistic phenomena resulting from language contact with English and cultural manifestations of Latinos in the United States will be treated.

Learning Objectives

At the end of this course, students will be able to:

- **Analyze** the characteristics of the planned written discourse in Spanish and internalize and apply them in the creation of appropriate texts that respect writing standards.
- **Apply** the formal rules of academic writing in the Spanish language.
- **Present** different text typologies.
- **Explain** specific grammatical, discursive and lexical strategies associated with different types of text.
- **Combine** the necessary resources and strategies to compose texts in Spanish that have clarity, fluency and expressive richness.
- **Analyze** the Spanish of the United States in its historical, geographic, sociocultural and situational diversity.
- **Differentiate** the forms of contact with the English that Spanish adopts in the United States.

Course Prerequisites

This course is designed for students who come from Spanish-speaking family backgrounds and have some knowledge of Spanish.



Methods of Instruction

Classes will have an eminently practical character. Reading of texts, scheduled discussions and exercise work of different types will be combined in class. Active work and the preparation and timely delivery of written texts and assignments on grammar, accuracy and lexical richness will be required.

Assessment and Final Grade

1. Midterm exam: 20 %
2. Final exam: 30 %
3. Essays: 30 %
4. Oral presentation: 10 %
5. Active and collaborative participation in exercises conducted in class: 10 %

Course Requirements

Exams

They will consist of three parts:

- 1) regulatory aspects of Spanish (e.g. accentuation, punctuation, questions on grammar, questions related to lexical precision...);
- 2) reading comprehension test;
- 3) production of a written text.

Essays

Students will prepare weekly compositions. The essays will respond to the different text typologies presented in the classroom and must respect the specific linguistic strategies associated with each one of them.

Oral presentation

Students will make an oral presentation on a topic related to Spanish language or culture (10-15'). The professor will provide a guide for its proper preparation.

Class Participation

Students are expected to participate in class by asking questions that show their active engagement in class and by being able to comment on the readings due for each session. The level of engagement with the class materials, as evidenced in written work and class participation, will be one of the factors of the final grade. Students are responsible for the material covered in regular classes, on-site classes, discussions, peer presentations and readings.

CIEE Barcelona Attendance Policy

Students are expected to attend all scheduled class sessions on time and be prepared for the day's class activities. CIEE does not distinguish between justified or unjustified absences, whether due to sickness, personal emergency, inevitable transportation delay and/or other impediments. You are considered responsible of managing your own absences. Please keep in mind that exams, paper submission dates, presentations and any other course work deadlines cannot be changed.



No academic penalty will be applied if students miss up to 3 class sessions. If students miss up to 6 class sessions, students' final course grade will drop 5 points out of 100 on the CIEE grade scale for each additional absence beyond 3 (for example a 95 will become a 90 if they reach the 4th absence, and an 85 if they reach the 5th absence). **Students will automatically fail the course if they miss more than 20% of total class hours (i.e. if they exceed 6 absences).**

For students who miss up to 20% of the total course hours due to extenuating circumstances, the Academic Director may allow for exceptions to the local attendance policy based on documentation such as proof of bereavement, religious observances, hospitalization etc.

Students arriving more than 10 minutes late to the class will be considered absent for a day.

Weekly Schedule

Block I. Discursive strategies of planned written texts in Spanish (8 weeks; 16 class sessions)

Week I

Session I:

1. Writing processes
 - 1.1 Plan and document: context of the text (for whom it is written and for what purpose), research, organization of ideas and presentation. Keywords and preliminary outline
 - 1.2 Textualize the text. Structure and linguistic activities used in the production of written texts.

Session II:

- 1.2.1 Introduction and conclusion.
 - 1.2.2 The paragraph and its importance in planned written texts
- 1.3 Review, reformulate and correct the text. Self-revision and the correction of others

Week II

Session III:

2. Prototypical text genres. Essential characteristics
 - 2.1 How to write biographical and autobiographical texts.
 - 2.1.1 Narrative texts in the past tense.

Session IV:

- 2.1.2 Specific linguistic strategies.
 - 2.1.3 Discourse markers. Time clauses.

Week III

Session V:

- 2.2 How to write descriptive texts.
 - 2.2.1 Descriptions in planned written texts in Spanish.

Session VI:

- 2.2.2 Specific linguistic strategies.

Week IV:

Session VII:



2.2.3 The distribution of information in the text.

Session VIII:

2.2.4 Discourse markers. Information organizers.

Week V

Session IX:

2.3 How to write expository texts.

2.3.1 Specific linguistic strategies.

2.3.2 Thematic progression.

Session X:

2.3.3 Objectivity as the main characteristic of an expository text. Mechanisms of objectification in written Spanish.

Week VI

Session XI:

2.4 How to write argumentative texts.

2.4.1 Arguments in planned written texts in Spanish.

Session XII:

2.4.2 Session XII: Specific linguistic strategies.

2.4.3 Brevity, clarity and conciseness, essential characteristics of the thesis.

Week VII

Session XIII: Midterm Exam.

Session XIV:

2.4.4 Specific linguistic strategies.

2.4.5 Brevity, clarity and conciseness, essential characteristics of the thesis.

2.4.6 Formulation of arguments and counterarguments.

2.4.7 Discourse markers in argumentative texts: causal, consecutive, concessive, counter-argumentative.

Block II. Regulatory aspects of planned written texts in Spanish (4 weeks; 8 class sessions)

Week VIII

Session XV:

1. Rules of accentuation: general rules and diacritical accentuation (1).

Session XVI:

Rules of accentuation: general rules and diacritical accentuation (2).

Week IX:

Session XVII:

2. Spanish punctuation and syntax. General uses of punctuation marks (1).

Session XVIII:

Spanish punctuation and syntax. General uses of punctuation marks (2).



Week X

Session XIX:

3. Grammatical aspects of advanced Spanish writing.
 - 3.1. Expression of grammatical gender and its association with sociolinguistic questions
 - 3.2. Grammatical number. Matters of agreement.
 - 3.3. Use of determinants: contexts of obligatory use; use of different determinants and semantic consequences; possible and impossible combinations of determinants in Spanish.

Session XX:

- 3.4. Pronouns: contexts of necessary, possible and non-recommended uses. Types of pronouns and specificities of use in advanced Spanish writing.
- 3.5. Regulatory standards related to the adjective. Position of the adjective in the noun phrase. Possible arrangements and semantic consequences.
- 3.6. Form and standard usage of verbs.
- 3.7. Usage and the importance of prepositions. Popular prepositional phrases and prepositional phrases not recommended for use.

Week XI

Session XXI:

4. Lexical aspects of educated Spanish writing.
 - 4.1. Undesirable repetitions, catch-all words and lexical poverty.

Session XXII:

- 4.2. Lexical precision, a requirement of advanced Spanish writing.
- 4.3. Collocations in Spanish. Reference sources.
- 4.4. Colloquialisms and cultisms.

Block III. Spanish in Spain and Spanish in America (3 weeks, 6 class sessions)

Week XII

Session XXIII:

1. Variation and dialects of Spanish. Readings: LIPSKI, 38-56;

Session XXIV:

2. Bilingualism, diglossia and linguistic attitudes about Spanish in the United States (1). Readings: LIPSKI, 223-240,

Week XIII:

Session XXV:

Bilingualism, diglossia and linguistic attitudes about Spanish in the United States (2). Readings: VALLADARES, 77-84.

Session XXVI:

1. Historical aspects of Spanish in America. Readings: ALVAR (2000), 28-38; 90-100; FRAGO, 11-23; 34-37.

Week XIV

Session XXVII:

1. Spanglish: emergence of the concept and main meanings. Readings: STAVANS, 64-71.



Session XXVIII:

2. Spanglish: main linguistic characteristics. Readings: STAVANS, 116-117.

Week XV

Session XXIX: Conclusions.

Session XXX: Final exam.

Course Materials

Readings

ALVAR, M. Manual de dialectología hispánica: El Español de América. Barcelona: Ariel, 2000.

FRAGO GRACIA, J. A. Historia del español de América. Madrid: Gredos, 1999.

LIPSKI, J. M., Varieties of Spanish in the United States. Washington: Georgetown University Press, 2008.

STAVANS, I. (ed.), Spanglish. Westport: Greenwood Press, 2008.

VALLADARES, S. "[Diglossia, Assimilation, and Bilingualism Among the Hispanics in the United States](#)", in Lara-Alecio et al. (ed.), Immigration in the United States and Spain: Considerations for Educational Leaders. Houston, Rice University, 2012.

Bibliographic References

ALVAR, M. Manual de redacción y estilo. Madrid: Istmo, 1998.

ÁLVAREZ MARTÍNEZ, M. Ejercicios de escritura: Nivel avanzado. Madrid: Anaya, 2001.

GÓMEZ TORREGO, L. Hablar y escribir correctamente. Gramática normativa del español actual, 2 vols. Madrid: Arco Libros, 2006.

MARTÍN VIVALDI, G. Curso de redacción: Teoría y práctica de la composición y del estilo. Madrid: Paraninfo, 2000.

MONTOLÍO, E. (dir.) Manual de escritura académica y profesional, 2 vols. Barcelona: Ariel, 2014.

ONIEVA MORALES, J. L. Curso superior de redacción. Madrid: Verbum, 2003.

REAL ACADEMIA ESPAÑOLA. Diccionario panhispánico de dudas. Madrid: Santillana, 2005. www.rae.es

REAL ACADEMIA ESPAÑOLA. El buen uso del español. Barcelona: Espasa, 2013.

REAL ACADEMIA ESPAÑOLA. Diccionario de la lengua española. Madrid: Espasa Libros, 2014.

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VALLADARES, S. "[Diglossia, Assimilation, and Bilingualism Among the Hispanics in the United States](#)", LARA-ALECIO *et al.* (ed.), Immigration in the United States and Spain: Considerations for Educational Leaders, Houston, Rice University, 2012.

VÁZQUEZ, G. (coord.) Actividades para la escritura académica. Madrid: Edinumen, 2001.

VÁZQUEZ, G. (coord.) Guía didáctica del discurso académico escrito. Madrid: Edinumen, 2001.