



**“Benjamin Franklin” University
Institute for Research on North
America**

ADVANCED SPANISH

DESCRIPTION OF THE COURSE

This course is designed for students who wish to increase their communicative skills in Spanish. To achieve this goal, writing and conversation will be specially developed through interviews with native speakers, oral presentations and compositions related to cultural themes of Spain. In addition, new grammatical structures will be introduced and others already acquired by the student will be reinforced.

Throughout the course, the four linguistic skills will be put into practice: oral expression, written expression, oral comprehension and written comprehension. Thus, the student can acquire greater confidence and autonomy that allows fluent expression in Spanish.

Finally, the lexical domain will be expanded as well as the use of more complex linguistic constructions with the aim that, at the end of the course, the student will be able to communicate effectively.

OBJECTIVES

The pedagogy of this course is student-centered and competency-based. Through this course the following skills will be developed:

Competence 1.	Participation in social interactions.
Competence 2.	Development of skills related to oral and written texts on related topics of your interest.
Competence 3.	Development of skills within manageable intercultural situations.
Competence 4.	Expression of opinions, wants, likes, and feelings, both written and oral forms.
Competence 5.	Development of critical thinking and expression related to debates and conferences.
Competence 6.	Establishing a greater understanding and use of the indicative and subjunctive tenses in Spanish.
Competence 7.	Significantly improving communicative competence in Spanish.

METHODOLOGY

Lessons based on theory and practice will be taught based, mainly, on the teacher's explanations and on the practical exercises that the student will have to do with native Spanish speakers from Spain. This didactic model aims to train the student for real communication - not only in the oral aspect, but also in the written one- both in a formal context, such as the classroom, and in informal situations such as the street. Students will have to do interviews in the street or other public places such as markets, transport or recreational centers and the information will be discussed in class in small groups. The conclusions reached by each group will be presented through formal oral presentations either individually or in groups.

PREPARATION

In order to gain the most from this class, the student must arrive to class each day prepared, having done the assigned material. Work at home is very important because it will allow the student to anticipate and develop questions and ideas for the topics discussed in class. Coursework will entail oral and written exercises in addition to grammar exercises necessary to grasp the desired concepts from this course. Preparation is key in order to follow the class, thus facilitating the understanding. It is expected that the student comes to class familiar with the concepts that we will be working on during the lesson.

EVALUATION

The course will be assessed through a combination of assessments, so that all students can develop their skills. An assessment of the student's progress and continued work will be the criterion of the evaluation system. Thus, the overall evaluation will be based on student participation in the theoretical-practical sessions; in the completion of exercises, assignments and written exams. The percentage of the grade assigned to each section of the course will be as follows:

- **Homework (10%)**

Work at home is essential to keeping pace with the class and is mandatory. Not doing homework will significantly reduce the final grade. In addition, it is the responsibility of the student to get the material that has been given in class (handouts, notes, etc.) if absent (excused or not) and to hand in the written work and take the tests on the days and times assigned. Late assignments will not be accepted unless there is a justified reason deemed acceptable by the program director.

"Pop quizzes": The teacher reserves the right to make "pop quizzes" when felt appropriate. These exams will always be at the beginning of the class and will also be very brief (~ five minutes). They will be counted as a homework grade.

- **Final Project (10%)**

Each student will have to write an essay in which they will reflect on their experiences in Spain during these months in order to give recommendations to future American students in Spain about schedules to follow, gastronomy, trips to make, cities to visit, monuments to see, etc...

The essay will be in a **digital format**. The student must create a **web page** that consists of several epigraphs or sections. Throughout the course, the teacher will explain each aspect as it is required. Before publishing your work on the Internet, it should be sent to the teacher by e-mail in a WORD file with the following characteristics:

- Font: Times New Roman
- Font size: 12 point
- Spacing: 1.5
- Length: Between 1-2 pages per text

- **Oral Presentation (10%)**

The student will have a formal oral presentation about the contents of their final project. The student must take into account the following sections:

1. **Content / Development**

The student should make a well-structured presentation by introducing the main topic in a way that the information and ideas are developed in a coherent and related manner in order to end with a logical conclusion according to the research that has been carried out.

2. **Specific Language**

The student must present their work using some of the lexicon practiced in class necessary to explain the contents of their research on the subject chosen.

3. **Body Language**

The student must show control over the content of the subject and the attention of the class. For this, eye contact, intonation and body language are important. The student must use one of these methods in order to grab the attention of the class. To strengthen upon this section, it would be interesting to see the class participate during the presentation through short activities or questions related to the topic.

4. **Media**

It is very important that the student uses audio-visual means to make the oral presentation. The use of Power Point, postcards, photos, etc. is advised. It is also important not to read the information directly. You may use notes, but never read directly from the presentation.

- **Mid-term Exam (20%)**

This exam will be held half way through the course. The exam will last one and a half hours and will cover the topics studied up to that moment.

- **Final Exam (20%)**

This exam will be held at the end of the course and will last one and a half hours. It will cover the contents studied from the mid-term exam until the end of the course.

If the teacher detects copying or plagiarism in the exam, the student will receive a grade of zero and will not be able to make up the grade.

- **Interviews, Compositions, and Oral Presentations (30%)**

Five interviews will be carried out outside the classroom and will be related to Spanish culture: its parties, traditions, food and stereotypes/preconceptions about North American culture. These interviews will be accompanied by discussions and comments in the classroom and conclusions formed will eventually be presented in the form of an oral presentation.

There will be four interviews accompanied by five compositions and five oral presentations.

The evaluation system will be as follows:

Homework	10%
Final Project	10%
Oral Presentation	10%
Mid-term Exam	20%
Final Exam	20%
Interviews, compositions and presentations	30%

ATTENDANCE

Class attendance is **MANDATORY**. If the student is absent more than the allowed limit (**1 absence in the summer program and 2 absences in the Fall and Spring programs**), their final grade will reflect a decrease of 10 points for each absence that has not been excused by a doctor's note (justificante) or by your Program Director. It is the responsibility of the student to individually prepare the material taught in class the days in which he/she was absent.

CLASS SCHEDULE

TOPIC	ASSIGNMENTS
Introduction to the course. Explanation of the syllabus. Review. The comparison between American houses and Spanish houses. Vocabulary.	Do the activities assigned in class.
Adjectives with SER AND ESTAR. Stores and numbers (from one thousand to one million).	Do the activities assigned in class.
Adjectives with SER AND ESTAR. Stores and numbers (from one thousand to one million).	Put the grammar into practice. Activity. A visit to the market. Use of the lexicon and grammatical structures in context.
Oral presentation about conclusions from the interview done as homework. Class discussion and debates on the information received.	Do the activities assigned in class.
Imperfect tense (regular and irregular verbs). Ask and give opinions. Express agreement and disagreement.	Do the activities assigned in class.
Continued. Imperfect tense (regular and irregular verbs). Ask and give opinions. Express agreement and disagreement.	Put the grammar into practice. Activity. Survey on Spanish and American stereotypes. Write a composition about the conclusions and prepare an oral presentation in class.
Oral presentation about conclusions from the interview done as homework. Class discussion and debates on the information received.	Do the activities assigned in class.
Present perfect tense. Pronouns of direct and indirect objects. Talk about recent activities and activities from the recent past.	Do the activities assigned in class.

Continued. Present perfect tense. Pronouns of direct and indirect objects. Talk about recent activities and activities from the recent past.	Do the activities assigned in class.
Contrast between imperfect tense and past tense. Uses of the imperfect past tense, the preterite and the present perfect. Ask for and accept apologies.	Do the activities assigned in class.
Contrast between imperfect tense and past tense. Uses of the imperfect past tense, the preterite and the present perfect. Ask for and accept apologies.	Study for the exam.
Review for the exam	
MID-TERM EXAM	
Hand back and review the exam.	Do the activities assigned in class.
The past use of the past. The pluperfect indicative / past perfect tense.	Do the activities assigned in class.
Continued. The past use of the past. The pluperfect indicative / past perfect tense.	Put the grammar into practice. Interview on climate change and its effects in Spain. What could we do to avoid it?
Oral presentation about conclusions from the interview done as homework. Class discussion and debates on the information received.	Do the activities assigned in class.
Simple future tense. <i>Si + present + future</i> . Make predictions and assumptions about the future.	Do the activities assigned in class.

Continued. Simple future tense. <i>Si + present + future</i> . Make predictions and assumptions about the future.	Do the activities assigned in class.
The conditional (regular and irregular verbs). Express probability in the past.	Do the activities assigned in class.
Continued. The conditional (regular and irregular verbs). Express probability in the past.	Put the grammar into practice. Food. Ask for food recipes and give advice on a healthy diet. The Mediterranean diet. Write a composition and prepare an oral presentation.
Oral presentation about conclusions from the interview done as homework. Class discussion and debates on the information received.	Do the activities assigned in class.
Present subjunctive (regular and irregular verbs). Express intentions and wishes.	Do the activities assigned in class.
Continued. Present subjunctive (regular and irregular verbs). Express intentions and wishes.	Put the grammar into practice. Spanish holidays vs. American holidays. Write a composition and prepare an oral presentation.
Oral presentation about conclusions from the interview done as homework. Class discussion and debates on the information received.	Do the activities assigned in class.
The affirmative and negative imperative. Pronouns used with the imperative. Ask, give and deny permission. Give advice and recommendations.	Do the activities assigned in class.
Continued. The affirmative and negative imperative. Pronouns used with the imperative. Ask, give and deny permission. Give advice and recommendations.	Hand in the final written work.

Oral presentation about the final project.	
Review for the exam.	
FINAL EXAM	

IMPORTANT:

* The syllabus may experience modifications due to causes beyond the teacher's control. The level of knowledge of the group will be taken into account in order to expand or reduce the contents and activities in this case.

* The scheduled activities can be changed and/or increased with visits to possible monographic exhibitions or cultural events that coincide with the course and that are of educational value in regard to the contents of the course.

LITERATURE:

We will be working with the following book **(MANDATORY):**

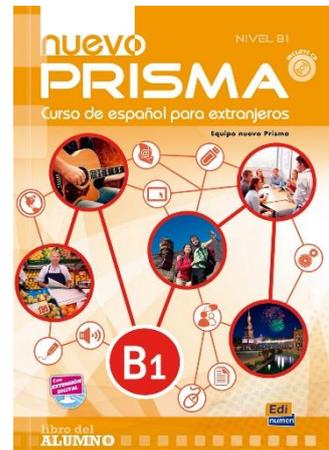
Nuevo Prisma. Curso de Español para Extranjeros B1

Editorial Edinumen. Madrid, 2016

You can buy this book in Librería Diógenes:

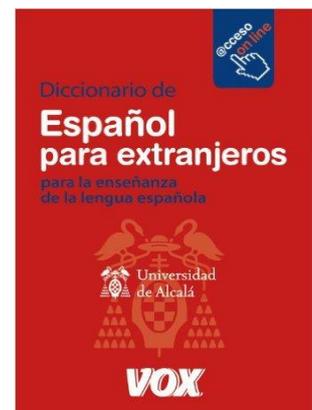
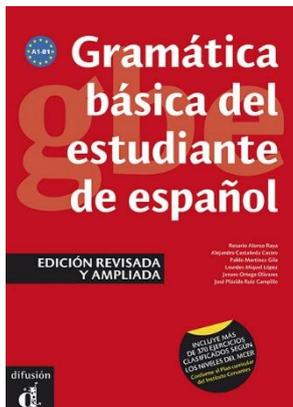
Address: Calle Ramón y Cajal, 1

Telephone: 918 89 37 67



EXTRA LITERATURE:

- VV.AA., *Gramática básica del estudiante de español*, Editorial difusión, Madrid, 2009.
- *Diccionario de español para extranjeros. Universidad de Alcalá. Editorial Vox.*



WEBSITES

Spanish Grammar

<http://marcoele.com/gramatica/gramatica-b/>

Spanish Dictionary

<http://www.rae.es/recursos/diccionarios/drae>

Grammar Exercises:

<http://www.indiana.edu/~call/ejercicios.html>

Spanish language exercises for foreigners: Grammar, Vocabulary, Reading and Listening Comprehension

<http://www.ver-taal.com/>

WE ONLY SPEAK IN SPANISH

In class we are only going to speak in Spanish. The use of English in the classroom would impede your complete immersion in the process of learning Spanish. For a better understanding of the class we recommend an intermediate level in Spanish.