

## **ADVANCED SPANISH AND CULTURE**

Mérida Universities Program

**Contact Hours:** 45

**Suggested US Semester Credit Hours:** 3

**IFSA course code:** SP305-02

**Language of instruction:** Spanish

**Course length:** Semester

**Delivery method:** Face to Face

**Prerequisites:** Intermediate Spanish (2 semesters)

### **COURSE DESCRIPTION**

This course will provide students with advanced study of the Spanish language with a focus on interacting with Hispano-American culture. Oral, writing and reading comprehension as well as cultural debate will be areas of focus. Students will be placed in sections at the beginning of the course through an evaluation of language ability.

### **STUDENT LEARNING OBJECTIVES**

- The student will be able to practice efficiently grammatical structures at a higher, more complex level.
- The student will develop conversations using colloquialisms and idioms applicable to the local context and will learn to recognize those from other Latin American regions.
- The student will analyze more advanced, formal and specialized vocabulary.
- The student will continue to develop oral and written production through current interest topics.
- The student will be capable of communicating with native Spanish speakers in different situations, combining general Spanish, as well as regionalisms, colloquialisms, and Mayanisms.

#### *Oral Production*

- Practice what has been learned in previous years of having taken Spanish, adding to this knowledge more practical information and subtle expressions that come from living daily in a Spanish-speaking environment.

#### *Comprehension*

- Understanding different accents of regional Spanish spoken in the Yucatán, as well as the fluidity of native speakers when constructing different grammar structures.

#### *Reading*

- Make grammar, syntax, orthographic, and content analysis of the required literature. Students will also be able to use personal expressions, formal language, and specialized vocabulary.

#### *Writing*

- Write academic essays and express written opinions, improving composition and style.

### *Culture*

- Interact, debate and actively express a supported argument about Hispano-American culture.

### **METHODOLOGY**

The course starts with an evaluation that allows instructors to judge the written and oral linguistic competency of each student. This evaluation includes:

- a) A written exam in which students are evaluated on the written expression: grammatical structures, syntax and vocabulary and a portion of listening comprehension: where students read an article and respond a brief questionnaire.
- b) An oral interview where students are evaluated on their verbal skills: oral comprehension and form of expression, syntax, organization of discourse, vocabulary; fluidity, and diction.

### **FORM OF EVALUATION**

All course work is assigned by the professor well in advance. Late submissions will not be accepted.

### *Essays*

Two essays are due throughout the semester. Each will count for 10% of the final grade. Each essay will be 3-pages long, 1.5 spaced.

Students may ask to have the paper reviewed by IFSA-Butler's academic tutors.

Essays will be graded in the following way:

- Content 25%
- Composition 25%
- Grammar 25%
- Vocabulary 20%
- Presentation 5%

### *Presentations*

Students will develop two class presentations based on their submitted essays. Students must use Power Point. These two presentations will be worth 10% of the final course grade.

### *Homework*

Assignments include written descriptions about weekend activities, reports on novels, and reviews of newspaper articles. Homework will be assigned every class. Homework will account for 20% of the course grade.

### *Class Participation*

Attendance is mandatory and will be taken every class. Participation in class is one of the most important tools for the professor and the student in a language class. Participation is worth 20% of your grade.

### *Exams*

Three exams during the semester, each will count for 10% of the final grade, totaling 30%.

### *Total*

Essays 20%

Presentations 10%  
 Homework 20%  
 Class Participation 20%  
 Exams 30%

**COURSE SCHEDULE**

THEMES	OBJECTIVE	HOURS
Themes to be reviewed throughout the course: The past in a story: Undefined / Imperfect / Pluscuamperfecto / Double pronouns/ Position with imperative		
Initial review	- Personal introduction - Types of questions - Pronouns: direct and indirect	<b>2</b>
Review of past perfect Passive voice: general passive review, future and present perfect Imperfect vs. Preterit, presentation and examples	Describe your travel experiences using the past tense. Goals and expectations in relation to those travel experiences	<b>2</b>
Future Perfect	Express your personal goals: near and short futures	<b>2</b>
To be with names, pronouns, adjectives and participle. With preposition of place, adverbs of place, time and adjectives. To be (change of meaning with adjectives)	Verb to define, identify and catalog a person, object or place and to express qualities.	<b>2</b>
Verbs of change: to become, hacerse, quedarse, ponerse, llegar a ser	Express change in persons, things or ideas: Gracias a esa idea, se hizo rico. El pan se puso rancio. Se quedó mudo con la noticia.	<b>2</b>
Relative sentences (review and explanation)	- Que, el que, la que, los que, las que, lo que, quien, quienes, como, donde, etc. - Hablar de estereotipos respecto a la cultura a la que pertenece el alumno y estereotipos respecto a la cultura mexicana	<b>2</b>
<i>Comparative sentences and present of the Subjective</i>	Compare your cultural practices with those in the Yucatan. Express like or dislike  <i>¿Qué normas te gustan- disgustan de tu país?</i> <i>¿Qué normas te gustan- disgustan de la casa y familia en la que vives en Mérida?</i>	<b>2</b>

	<p><i>¿Qué normas te gustan-disgustan de la Universidad en Mérida?</i></p> <ul style="list-style-type: none"> <li>- Presente de subjuntivo con verbos irregulares, para expresar incertidumbre: ser, estar, saber y haber</li> <li>- Presente de subjuntivo después de verbos de emoción, después de expresiones impersonales, después de expresiones de duda o incertidumbre</li> </ul>	
Present of the subjunctive II In temporary sentences	<ul style="list-style-type: none"> <li>- To express future actions (antes de que, después de que, hasta que, cuando, mientras, etc.)</li> <li>- Review of food vocabulary, shopping and trades.</li> </ul>	<b>2</b>
Imperfect preterit, Subjective and simple conditional	<p>Express improbable wishes or impossibles, doubt and courtesy</p> <ul style="list-style-type: none"> <li>- Describir usando comparaciones imaginarias:</li> </ul> <p><i>Camina <b>como si</b> fuera un robot</i></p> <ul style="list-style-type: none"> <li>- Condicional usando vocabulario de oficios frecuentes en el mercado:</li> </ul> <p><i><b>Si</b> yo fuera carnicero, sólo <b>vendería</b> carne de puerco</i></p>	<b>2</b>
Passive voice: to be Impersonal and reflexive pronouns	<ul style="list-style-type: none"> <li>- Describe processes and results using passive voice.</li> <li>- Expresar grados de impersonalidad.</li> <li>- Describir detalladamente qué se hace en alguna conmemoración de su ciudad.</li> </ul>	<b>2</b>
Concessive and adversative sentences: value of subjective and indicative	<p>Express concession with different degree of knowledge and value of circumstances.</p> <p><i>Ej.: Aunque hace frío, voy a salir a pasear. Voy a salir a pasear, aunque haga frío.</i></p> <ul style="list-style-type: none"> <li>- Explicar motivos para ir o no ir al Carnaval, con los siguientes conectores: Sino, sin embargo, no obstante.</li> </ul>	<b>2</b>
Substantive sentences of subjunctive and infinitive	<ul style="list-style-type: none"> <li>- Express feelings or sensations of happiness, sadness, fear to what we do or what others do. O para pedir que alguien o algo actúe o intervenga.</li> </ul> <p><i>Ej. Me entristece que estés tan solo. Me entristece verte tan solo</i></p> <ul style="list-style-type: none"> <li>- Expresar sensaciones que te provocan las celebraciones o eventos colectivos tales como el día de Navidad, El Carnaval, Un concierto, Una misa, etc.</li> </ul>	<b>2</b>

<p>Final sentences in the subjective and infinitive: Para que, a fin de, con motivo de, etc. Cause/ effect: puesto que, ya que , debido a que, como)</p>	<p>- Express end goal, consequence and contrast. Intention and reason for acting on something.</p> <p><i>Ej: Luis bebe leche para que sus huesos estén fuertes</i> <i>Ej: Luis bebe leche para crecer</i></p> <p>- Expresar la causa de la acción o situación expresada en la oración principal.</p> <p><i>Ej: Estudio español debido a que me gusta</i></p> <p>- Explicar por qué y para qué se realizan diversas celebraciones o eventos colectivos</p>	<p><b>2</b></p>
<p>Conditionals I and II Other connectors of condition</p>	<p>- Express conditions on real, probable or imposible circumstances: past and present Provide value: excuses, complaints, wishes and regret.</p> <p><i>Ej.: Si tengo tiempo, voy a ir al cine.</i> <i>Si tuviera tiempo, iría al cine.</i> <i>Si hubiera tenido tiempo, habría ido al cine.</i> <i>Estará contenta siempre y cuando tenga trabajo.</i> <i>No trabajaría de noche, a menos que me pagaran muy bien.</i></p> <p>I* Propón qué puede hacer el Gobierno para ayudar a la Comunidad maya que visitaste II*Si pudieras, ¿qué harías para ayudar a la gente de la Comunidad maya que visitaste? III*Explica qué habrías hecho si hubieras vivido en la Comunidad maya durante un mes.</p>	<p><b>4</b></p>
<p>Future of supposition: perfect and imperfect</p>	<p>- Create hypothesis, suppositions, conjectures about present or past actions.</p> <p><i>Ej.: Juan no vino, ¿estará enfermo o se le habrá hecho tarde?</i> <i>Hacer conjeturas de tu próximo viaje a Cuba</i></p>	<p><b>2</b></p>
<p>Model verbs: have to , must</p>	<p>- Express probability or obligation about present or past actions</p> <p><i>Ese auto es viejo, puede tener problemas.</i> <i>Debería llevar el auto al taller.</i></p>	<p><b>2</b></p>

	<p><i>Nunca llegó a la fiesta, puede haber tenido problemas con el auto.</i>  <i>Debería haber llevado el auto al taller.</i>  *Enlistar y describir las normas de género, clases sociales, etc. que has visto en México y compararlas con las de tu país.  Qué normas deberían cambiar y cómo.  Cuba: qué hiciste el en viaje a Cuba</p>	
Subjective pluscuamperfect and correlation to the past tense	<p>- Express wishes, doubt: present and past.  <i>Ej. Queríamos que ella tuviera una fiesta sorpresa.</i>  <i>Ojalá hubiera tenido una linda fiesta.</i>  *Contrastar algunos elementos de lo que dice la Carta de Derechos de los Estados Unidos con lo que viste en la película Gringolandia.  *¿Qué otras enmiendas te hubiera gustado que se hubieran incluido en esa Carta?  Qué quisieras hacer en Chiapas?</p>	<b>4</b>
Direct style and correlation to introductory verbs in present and past	<p>Incorporate the word of “the other” making it your own discourse  - Referir discusiones y conversaciones con/de terceros  <i>Ej. Era tu mamá, dice que no te olvides de pagar el gas.</i>  <i>Anoche llamó tu mamá, dijo que no te olvidarás de pagar la boleta.</i>  *¿Qué te recomendaron para viajar a México?  - Vocabulario de geografía, paisajes, clima.  - Descripción escrita de tu región.</p>	<b>2</b>
Future of supposition: perfect and imperfect	<p>Future suppositions, conjectures.  <i>Ej. Juan no vino, ¿estará enfermo o se le habrá hecho tarde? *</i></p>	<b>2</b>
False cognates Expressions / Common idioms related to the Mexican and Yucatecan culture	<p>Establish correct and cultural grammatical differences.  <i>It is embarrassing vs. Es embarazada</i>  <i>Mayismos / coloquialismos: Ir a wixar</i>  <i>Me cayó el veinte</i></p>	<b>2</b>
Final Exam	<p>Essays  Presentations  Discussion of stories / articles  Final exam</p>	<b>1</b>

Total number of hours	45
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### **BIBLIOGRAPHY**

- Andújar, Julio & Robert Dixson (1991) *Workbook in Everyday Spanish Book Two. Advanced*. Englewood Cliffs, New Jersey: Prentice Hall.
- Pepin Reynald (2009) *Más allá de las apariencias*. Barcelona: Océano.
- Schmitt, Conrad (1999) J. *Schaum's Outline of Spanish Grammar*. New York: McGraw-Hill.
- Vining Lunn, Patricia & DeCesaries Janet (1992) *Investigación de Gramática*. Heinle & Heinle.
- Lozano Lidia. El pretérito y el imperfecto en la enseñanza del español como segunda lengua, Princeton University, [www.cuadernos cervantes.com/ele\\_52\\_preterito.html](http://www.cuadernos cervantes.com/ele_52_preterito.html)

### ***Selected Readings:***

- Allende Isabel (1982) *La casa de los espíritus*, Santiago, Chile: Ed. Plaza y Janés
- García Márquez Gabriel (1992) *Doce cuentos peregrinos*, Ed. Diana
- Velasco Xavier (2004) *El materialismo histórico*, Ed. Alfaguara
- Sarlo Beatriz (2014) *Viajes*, Ed. Seix Barral
- Belli Gioconda (2010) *El país de las mujeres*, Ed. Belacqua
- Montero Rosa (2012) *Amantes y Enemigos. Cuentos de Parejas*, Ed. Alfaguara

### **TIMELY SUBMISSIONS**

Assignments submitted after the deadline will be accepted at the discretion of the course instructor and generally only in the event of a documented illness or emergency.

### **ACADEMIC INTEGRITY**

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA-Butler takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA-Butler resident director as well as your home institution.