SPAN 193USC
BEGINNER SPANISH, LEVEL 2

DESCRIPTION

This course aims to work with language learners as intercultural speakers. The course includes the presentation material and a learning process consisting of three phases: approaching the content, delving into it, and consolidating the knowledge acquired. The intercultural speaker should be able to identify relevant aspects of the new culture which he/she/they experience through language and establish connections between his/her/their native culture and that of Puerto Rico. This course corresponds to the second stage in the process of second language acquisition and thus reinforces knowledge from the first stage with more complex explanations and examples that break general rules.

JUSTIFICATION

Any learner of a second language should recognize the elements that make of the system of the language in question and be capable of handling typical communication scenarios that arise in social interaction. The course seeks to enable the student in three relevant aspects: transactions necessary for fulfilling personal needs, social interaction as a member of society and oral and written texts with which the student may engage according to his/her/their needs and objectives. In this course, the student will advance to the second level necessary for consolidating knowledge of a second language.

OBJECTIVES

Upon finishing the course, students will possess the following:

1. Familiarity with a broad but simple repertoire of vocabulary, structures and formulas learned.
2. Ability to communicate appropriately in a neutral register, though with enough flexibility to adapt to different situations.
3. Acquisition of sufficient resources to appropriately handle social situations.
4. Sufficient vocabulary, structures, and formulas acquired, as well as a variety of linguistic functions allowing them to discuss everyday topics such as the family, work, likes and dislikes, etc.
5. They will need for the discourse to have a clear structure, and in the case of oral communication, that it be transmitted in a normal accent.
6. The ability to engage with oral and written texts on topics related to their interests, preferences and field of specialty.

7. Strategies for taking on very basic intercultural situations, rendering the communication with natives possible.
8. Consciousness of the level of control they may exert over their own learning process.

CONTENT

I. Grammar
   A. Noun
      1. Proper nouns
         a. Geographical accidents with the required article.
      2. Gender of nouns
         a. Terms with different genders
         b. Epicenity
         c. Gender changes that modify meaning
         d. Gender identified by article
            1) Isolated cases
      3. Number in nouns
         a. Words ending in *ay-ey-oy-uey-y*
         b. Oxytone words ending a vowel *á-é-ú* which form the plural with *s* and *es*.
   B. The adjective
      1. Description
         a. Approximate color
         b. Prefixes with adjectives of evaluation
      2. Position
         a. Apocope
         b. At the beginning of the word
         c. For emphasis
      3. Levels
         a. Absolute superlative with -ísimo
         b. Relative superlative
         c. Absolute superlative with prefixes: super, extra, re, archi, ultra
   C. The article
      1. Indefinite articles
         a. The neuter lo with adjectives, with preposition *de*
         b. Nouns in other categories
      2. Quantifiers
         a. Comparatives with terms introduced using *de*
         b. Decreasing quantifiers
         c. Exclusive and inclusive quantifiers.

D. The pronoun
    1. Subject pronoun
        a. Presence/absence
        b. Enclisis/proclisis: alternation with most paraphrases of the infinitive and gerund
        c. Meaning of *se*
    2. Relative pronouns
        a. Que
        b. Quien- Quienes
    3. Interrogatives
        a. qué
        b. quién-quiénes
    4. Exclamatory pronouns
        a. Qué
        b. Cómo- Cuánto- Quién
    5. Adverbs ending in -mente
        a. Determined/undetermined frequency
        b. Need and obligation
        c. Adjectives whose adverb form does not end in -mente.

E. The Verb
    1. Present tense
        a. Irregularities
    2. Preterit imperfect
        a. Interruption of action and thought
        b. Talking about games and dreams
    3. Preterit indefinite
        a. Irregularities
            1) Vowel and consonant irregularities (vestir, dormir, leer, tocar)
            2) Phonetic and orthographic irregularities (huir, apagar)
    4. Future imperfect
        a. Irregularities
    5. Simple conditional
        a. Irregularities
    6. Tenses of the subjunctive
        a. Irregularities
    7. The imperative
        a. Placement of personal pronouns (enclitic)
    8. Infinitive

        a. Implied subject
        b. Compound infinitive.

F. Noun phrases
    1. Complements and modifiers
        a. Nouns forming part of a collocation
        b. Joined and modified complements.

G. Adjective phrases
    1. Complements and modifiers
        a. Phrases introduced by a preposition
        b. With a reflexive verb.

H. Verb phrases
    1. Copular verbs
        a. Ser si adjetivo
        b. Impersonal structures
        c. Estar without an adjective d. Syntactic variations of the verb parecer.

I. Complements
    1. Attribute
    2. Indirect object
    3. Circumstantial complement
    4. Prepositional complement.

J. Phrases composed by coordination
    1. Copular phrases
    2. Adversative phrases.

K. Phrases composed by subordination
    1. Infinitive
    2. Inflections.

L. Adjectival subordinate clauses
    1. Explicative phrases
    2. Specifying phrase.

M. Adverbial subordinate clauses
    1. Place
    2. Time
    3. Manner
    4. Causal
    5. Final
    6. Conditional
    7. Consecutive
    8. Comparative
    9. Concession

II. Pronunciation and prosody
    A. Recognition, identification and production of the syllabic structure
        1. Syllable division in complex syllable structures
        2. Relation between prosodic and written accents.
III. Spelling
    A. Consonants
        1. 1. b – v – w
        2. c- k- q- z ch
        3. y- ll
        4. s- x.
    B. Words with double spellings.
    C. Rules applying to loanwords.
    D. Expressing numbers.
IV. Functions
    A. Identifying
    B. Requesting
    C. Giving
    D. Confirming
    E. Narrating
    F. Describing or expressing opinions
    G. Obligation or necessity
    H. Prohibition

METHODOLOGY

This course is designed in such a manner that content is integrated with in-class activities. Readings of short essays with specific difficulty levels aid morphological and syntactic explanation, such that the course is more than a mere means of acquiring information. Constant oral and written participation will facilitate the initial diagnosis of each student's level and the measurement of individual progress. Daily activities include dialogues, oral presentations, and writing. Thus, students incorporate the acquisition of vocabulary, grammar, pronunciation, and spelling in a second language learning process that will prepare them to adapt to their environment socially and culturally.

The number of students never exceeds ten, as this course requires ongoing, individualized attention .

EVALUATION

Exams, short tests, oral activities	100%

TEXTS

The text used in this course will be a module designed by the instructor with attention to students' specific needs.

BIBLIOGRAPHY

- Alarcos, E. (1992). Gramática de la lengua española. Madrid: Espasa Calpe.
- Alvar, M. (1995). El léxico en el español actual: Uso y forma. Madrid: Arco Libros.
- Alvar, M. (1995). La formación de las palabras en español. Madrid: Arco Libros.
- Beristán, H. (1984). Gramática estructural de la lengua española. Universidad Nacional Autónoma de México.
- Bernal, J. (1969). Compendio de español básico. Madrid: Ediciones Partenón.
- Cano, R. (1992). El español a través de los tiempos. Madrid: Arco Libros.
- Facultad de Estudios Hispánicos, Universidad de Puerto Rico. (1978). Manual de nociones y ejercicios gramaticales. Río Piedras: Editorial Universitaria.
- Escarpenter, J. A. (1980). Ortografía moderna. Madrid: Playor.
- Feliciano, J. R. (1981). Cómo aumentar su vocabulario. España: Editorial Playor.
- Fernández de la Torrente, G. (1975). Cómo escribir correctamente. España: Editorial Playor.
- Fernández de la Torrente, G. (1981). Cómo dominar la gramática. Madrid: Playor.
- García, R. (1986). Pequeño Larousse Ilustrado. Buenos Aires: Ed. Larousse.
- Gili, S. (1986). Ortografía práctica española. Barcelona: Bibliograf.
- Gómez, L. (1995). Manual de español correcto I y II. Madrid: Arco Libros.
- Junco, F. (1984). Español básico: Para el mundo de hoy (2da.ª ed.). México: Publicaciones y servicios educacionales.
- Kreiner, J. C. (1989). ¿Cómo lo escribo? Buenos Aires: Planeta.
- Legorburu, J. (1973). Ortografía del español. Editorial San Juan.
- Moliner, M. (1992). Diccionario de uso del español. Madrid: Gredos.
- Núñez de Ortega, R. (2003). Dígalo bien... que nada le cuesta. Guaynabo: Santillana.
- Onieva, J. L. (1985). Cómo dominar el análisis gramatical superior. Madrid: Playor.
- Real Academia Española. [s.f.]. Diccionario de la Real Academia Española [versión electrónica]. Recuperado de http://buscon.rae.es/draeI/
- Real Academia Española. [s.f.]. Diccionario de dudas. Recuperado de http://www.rae.es/rae.html
- Real Academia Española. (1992). Diccionario de la lengua española. Madrid: Espasa Calpe.
- Real Academia Española. (2006). Diccionario esencial de la lengua española. Espasa Calpe.
- Seco, M. (1991). Gramática esencial del español. Madrid: Espasa Calpe.

- Vaquero, M. (1996). El español de América I: Pronunciación. Madrid: Arco Libros. Vaquero,
- M. (1996). El español de América II: Morfosintaxis y léxico. Madrid: Arco Libros.

The databases to which the Biblioteca Madre María Teresa Guevara subscribes either directly or via the Consortium COBIMET include books, documents, journal and newspaper articles, and other information sources related to course topics.

To access these databases, do the following:

1. To access from the library:
    - Write the address: http://biblioteca.sagrado.edu/
    - Select Biblioteca Virtual, and a page will appear where you can conduct searches and access the databases by discipline in alphabetical order.
2. To access from outside of the University or using a personal device:
    - Write the address: http://biblioteca.sagrado.edu/
    - Select Biblioteca Virtual, and you will be redirected to the University's homepage.
    - Enter your username and password.
    - Find and select the icon Biblioteca Virtual, and a page will appear where you can conduct searches and access the databases by discipline in alphabetical order.

    As a second option

    - Enter the address: https://portal.sagrado.edu
    - Enter your username and password
    - Find and select the icon Biblioteca Virtual, and a page will appear where you can conduct searches and access the databases by discipline in alphabetical order.

Any students requiring accommodation should contact the Dean of Student Affairs.