

SYLLABUS

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| TITLE | Spanish as a Second Language II |
| CODIFICATION | ESP 193 |
| CREDITS | 3 credits, 3 hours weekly 1 semester |

DESCRIPTION

This course attempts to work with the learner as an intercultural speaker. The development of the course is done through the presentation of the material and the learning process in three phases: approach, deepening and consolidation. The intercultural speaker must be able to identify the relevant aspects of the new culture accessed through Spanish and establish bridges between the culture of origin and that of Puerto Rico. This course corresponds to the second stage of the process of learning a second language and therefore what is presented in the first level is reinforced with more complex explanations and examples that break the general rules.

JUSTIFICATION

Every learner of a foreign language must know the elements that make up the language system in question and be able to cope in the usual situations of communication that occur in social interaction. The course aims to train the student in three relevant aspects: the transactions they will have to carry out with their own needs, the social interaction in which they participate as a member of a society, and the oral and written texts with which they can function in relation to their own needs and goals. In this course the student goes to the second level necessary to strengthen the knowledge of a second language.

OBJECTIVES

Upon completion of the course, students will be trained to:

1. Take advantage of a wide but simple repertoire of vocabulary, structures and formulas learned.
2. Be able to communicate adequately in a neutral register, although with enough flexibility to adapt to different situations.
3. Have enough resources to function and behave appropriately in the social situations in which they participate.

4. Have enough vocabulary, structures, formulas learned, as well as a wide variety of linguistic functions that allow you to tackle everyday topics such as family, work, hobbies, among others.
5. Work with a speech that has a clear structure and if it is transmitted orally that it is clearly articulated and with a normal accent.
6. Navigate with oral and written texts on topics related to their interests, their tastes, and their field of specialty.
7. Develop strategies that allow them to cope in basic intercultural situations, so that communication with natives becomes possible.
8. Become aware of the degree of control they can exercise over their own learning process.

CONTENTS

I. Grammar

A. Noun

1. Proper names
 - a. Geographical accidents with mandatory articles
2. Gender of the noun
 - a. Terms with different genres
 - b. Epicene names
 - c. Gender change expresses change of meaning
 - d. Gender is known from the article
 - 1) Isolated cases
3. The number in the nouns
 - a. Words ending in *ay-ey-oy-uey-y*
 - b. Words with acute accentuation ending in vowel; *á-é-ú*, which admit plural in *s* and in *es*

B. The Adjective

1. Qualifiers
 - a. Of approximate color
 - b. Of the possibility of prefixing in evaluative adjectives
2. Position
 - a. Apocope
 - b. Preposition
 - c. With emphatic value
3. Grades
 - a. Absolute superlative with suffix *ísimo*
 - b. Relative superlative
 - c. Absolute superlative with prefix: *super, extra, re, archi, ultra*

C. The Article

1. Indefinite article
 - a. The neutral *lo* with an adjective, with the preposition *de*
 - b. Nouns from other categories
2. The quantifiers
 - a. Comparatives with terms introduced by *de*
 - b. Decreasing
 - c. Exclusionary and inclusive

D. The pronoun

1. Subject pronoun
 - a. Presence / absence
 - b. Enclisis / proclisi: alternation with most of the periphrasis of the infinitive and gerund
 - c. Value of *se*
2. Relative
 - a. *Qué*
 - b. *Quién-quienes*
3. Interrogatives
 - a. *Qué*
 - b. *Quién-quiénes*
4. Exclamatory
 - a. *Qué*
 - b. *Cómo- Cuánto- Quién*
5. Ending in *mente*
 - a. Indeterminate / determined frequency
 - b. Of necessity, of obligation
 - c. Adjectives that cannot form adverbs in *mente*

E. The Verb

1. Present
 - a. Irregularities
2. Past tense
 - a. Disruption of action and thought
 - b. Ludic and dreamlike value
3. Indefinite past tense
 - a. Irregularities
 - 1) Vowels and consonants (dress, sleep, read, touch)
 - 2) Phonetics and spelling (run away, turn off)
4. Imperfect future
 - a. Irregularities
5. Conditional simple
 - a. Irregularities
6. Verb tenses of the subjunctive

- a. Irregularities
- 7. The imperative
 - a. Placement of personal pronouns (enclitics)
- 8. Infinitive
 - a. Tacit subject
 - b. Compound infinitive

F. Nominal syntagma

- 1. Complements and modifiers
 - a. Plot complements
 - b. Attached and modified complements

G. Adjectival Syntagma

- 1. Complements and modifiers
 - a. Introduced by preposition
 - b. With reflexive verb

H. Verbal syntagma

- 1. Copulative verbs
 - a. *Ser* without an adjective
 - b. Impersonal construction
 - c. *Estar* without an adjective
 - d. Syntactic variants with the verb seem

I. Complements

- 1. Attribute
- 2. Indirect object
- 3. Circumstantial complement
- 4. Prepositional complement

J. Compound sentences for coordination

- 1. Copulative
- 2. Adversatives

K. Compound sentences for subordination

- 1. Of infinitive
- 2. Flexed

L. Subordinate adjectives

- 1. Explanatory
- 2. Specification

M. Adverbial subordinates

- 1. Of place

2. Of time
3. Of mode
4. Causal
5. Finals
6. Conditionals
7. Consecutive
8. Comparisons
9. Concessive

II. Pronunciation and prosody

A. Recognition, identification, and production of the syllabic structure

1. Syllabification of complex syllabic structures
2. Relationship between the prosodic accent and the orthographic accent

III. Orthography

A. Consonants

1. b - v - w
2. c- k- q- z- ch
3. y- ll
4. s- x

B. Double writing words

C. General uses of Spanish standards in adapted voices

D. Expression of figures and numbers

IV. Functions

- A. Identify
- B. Ask
- C. Give
- D. Confirm
- E. Narrate
- F. Describe expressing opinions
- G. Obligation or necessity
- H. Prohibit

METHODOLOGY

The course is designed so that the content is integrated through daily activities within the classroom. Reading small essays with levels of difficulty encourages morphological and syntactic explanation, so that the course is not simply a means of acquiring information. The constant participation, both oral and written, will allow from the first day of classes to know the level of each student and the progress they are making. Dialogue, oral presentation, and writing should be part of the daily class exercises. In this way, students incorporate the learning of vocabulary, grammar, pronunciation and spelling into the process of learning their second language through functions that enable them to function in their social and cultural environment.

This course should not have more than ten students, since individual and constant attention is required during learning. In the same way, the laboratory is essential. So, in addition to class work, the student benefits from practicing. Said laboratory must work in unison with the class (subject, vocabulary, etc.)

EVALUATION

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| Written work | 25% |
| Oral presentations | 25% |
| Exams | <u>50%</u> |
| TOTAL | 100% |

TEXT

The text used in this course will be a module designed by the teacher and that meets the needs of the students.

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You can find more information resources related to the course topics on the library page <http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

For detailed information on the process and the required documentation, you must visit the corresponding office. To guarantee equal conditions, in compliance with the ADA Law (1990) and the Rehabilitation Act (1973), as amended, any student who needs reasonable accommodation services or special assistance must complete the process established by the Vice Presidency of Student Affairs:

- I. Students participating in the Student Support Program (PAE) will request service at the Program offices.
- II. Students who do not participate in the Student Support Program (PAE) will request the service at the Integral Wellness Center.

To obtain detailed information about the process and the required documentation, you must visit the corresponding office.

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and/or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.