

# Global Learning Semesters

## Course Syllabus

Course: Advanced Spanish – Semester

Department: Spanish

Host Institution: Universidad Autónoma de Guadalajara, México



Course Summary		
Course Code	Course Title	Recommended Credit Hours
n/a	Advanced Spanish – Semester	9
Subject	Contact Hours	Prerequisites
Spanish Language	160	Spanish V or Results of Placement Exam
Department	Level of Course	Language of Instruction
Spanish	Upper-Division	Spanish

### Objectives

At the end of this level, the student will be able to handle any social, work or interpersonal situation that arises in Spanish. This course will also help the student review many of the grammatical forms previously studied.

Furthermore, the student will analyze popular Latin American values and customs through the study of sayings and idiomatic expressions and identify the main characteristics of the region's literary movements through the study of short stories.

Students will also be introduced to pre-Hispanic life in Mexico and gain a better understanding of Mexico's indigenous groups and cultures.

### Prerequisites (if applicable)

Spanish V or Based on Results of Placement Exam

### Course Outline

#### First Block – Spanish Grammar and Introduction to Latin American Literature (60 Hours)

##### Section 1 (30 hours)

1. Analysis of the Practical Uses of the Subjunctive vs. Indicative
2. Accents
3. Using Articles
4. "Ser" vs. "Estar" in All Tenses and Substitutes for Both Verbs
5. Audio Comprehension
6. Idiomatic Expressions
7. Sayings
8. Reading Comprehension – Magazine and/or Newspaper Articles
9. Class Discussions on Topics of Social Relevance

##### Section 2 (30 hours)

Section 2 will introduce students to Latin American literature using short stories and fragments from novels written by a wide array of authors. This portion will emphasize the words and expressions used in each country.

This includes:

1. Vocabulary exercises and the study of Spanish in Costa Rica, Uruguay, Puerto Rico and Mexico

2. Oral presentations on Mexican cultural aspects
3. Class discussions and participation

## **Second Block – Spanish Grammar and Latin America’s Literary Movements (60 Hours)**

### Section 1 (30 hours)

1. Comparing Past and Imperfect Tenses
2. Verbs that Use Prepositions “A,” “De,” “Con,” and “En”
3. Analysis of the Use of the Imperative of the Subjunctive in the Present, Past, Conditional and Future
4. Differences Between the Prepositions “Por” and “Para”
5. Audio Comprehension
6. Additional Readings
7. Lab Work
8. Discussions, Debates, Round Tables and Workshops or Conferences
9. Written and Oral Reports Based on Student Field Work and Research

### Section 2 (30 hours)

This section focuses on the literary movements born in Hispanic America. These include Romanticism, Realism, Modernism, Creolism, Cosmopolitanism and Magic Realism.

Readings:

1. *Amor Secreto* – Manuel Payno (Mexico) – Romanticism
2. *El Clis del Sol* – Manuel González Zeledón (Costa Rica) – Realism
3. *Justicia India* – Jaimes Freyre (Bolivia) – Modernism
4. *El hombre muerto* – Horacio Quiroga (Uruguay) – Creolism
5. *El jardín de senderos que se bifurcan* – Jorge Luis Borges (Argentina) – Cosmopolitanism
6. *El guardaguijas* – Juan José Arreola (Mexico)

These stories can be found in Seymour Menton’s El Cuento Hispanoamericano, the course’s required textbook.

Students will have to submit a short research project on each of the six literary movements covered in class. This project should include historic context, main representatives and basic characteristics. Students will also have to give an oral presentation on each one of their research projects.

Other assignments include:

- Short written analyses of the structure of each of the stories studied (6 total)
- Essays on certain themes studied in the short stories
- Creative writing piece using the main traits of the literary movement being studied

As a final project, students will read a short story not studied in class and give an oral presentation covering the following topics: a) author’s biography; b) main themes; c) story’s summary, and; d) symbolism and messages.

## **Third Block – Mexican Anthropology (40 Hours)**

This Block combines the study of archaeology and ethnography to introduce students to the main indigenous groups in Mexico.

The course will be based on the following materials:

1. Written material on 6 of the most important Mexican cultures, from the earliest to the latest.
2. 5 short stories by writer and ethnologist Francisco Rojas González from his book El Diosero that shows the customs of many Mexican indigenous groups in a clear and realistic way.
3. Student oral presentations on one indigenous group detailing the most important aspects of their culture.
4. Movies and slides on archaeological sites, pre-Columbian art, and ethnic groups in Mexico.