

BA SPANISH

LEVEL 100

Courses at Level 100 are compulsory.

8 credits by the end of the year

First Semester

| COURSE CODE | COURSE TITLE | CREDITS |
|----------------|---|---------|
| UGRC 110 | Academic Writing I | 3 |
| UGRC 120 | Numeracy Skills | 3 |
| UGRC 130 | Science and Technology in our Lives | 3 |
| UGRC 150 | Critical Thinking and Practical | 3 |
| *SPAN 101 | Introduction to Spanish Studies | 2 |
| *SPAN 103 | Elementary Spanish Grammar I | 2 |
| OTHER SUBJECTS | 2 Courses from 2 other assigned Departments | 6 |
| | Minimum Credits Required | 16 |

Note: Students to choose any 2 courses (6 credits) of the UGRC.

Second Semester

| COURSE CODE | COURSE TITLE | CREDITS |
|----------------|---|---------|
| UGRC 110 | Academic Writing I | 3 |
| UGRC 120 | Numeracy Skills | 3 |
| UGRC 130 | Science and Technology in our Lives | 3 |
| UGRC 150 | Critical Thinking and Practical | 3 |
| *SPAN 102 | Oral Communication Skills | 2 |
| #SPAN 104 | Elementary Spanish Grammar II | 2 |
| OTHER SUBJECTS | 2 Courses from 2 other assigned Departments | 6 |
| | Minimum Credits Required | 16 |

Note: Students to choose any 2 courses (6 credits) of the UGRC.

LEVEL 200

Courses at Level 200 are compulsory

14 credits by the end of the year

First Semester

| COURSE CODE | COURSE TITLE | CREDITS |
|----------------|--|---------|
| UGRC 210 | Academic Writing I | 3 |
| UGRC 220 | Numeracy Skills | 3 |
| *SPAN 201 | Spanish Grammar and Translation I | 3 |
| *SPAN 203 | Oral and Composition I | 2 |
| *SPAN 205 | Spanish History and Civilization | 2 |
| OTHER SUBJECTS | 2 Courses from other assigned Department | 6 |
| | Minimum Credits Required | 16 |

Note: Students to choose UGRC 210 or UGRC 220 (3 credits).

Second Semester

| COURSE CODE | COURSE TITLE | CREDITS |
|----------------|--|-----------|
| UGRC 210 | Academic Writing I | 3 |
| UGRC 220 | Numeracy Skills | 3 |
| #SPAN 202 | Spanish Grammar and Translation II | 3 |
| #SPAN 204 | Oral and Composition II | 2 |
| *SPAN 206 | Introduction to Hispanic Literature | 2 |
| OTHER SUBJECTS | 2 Courses from other assigned Department | 6 |
| | Minimum Credits Required | 16 |

Note: Students to choose UGRC 210 or UGRC 220 (3 credits).

LEVEL 300

MAJOR: At least 24 credits by the end of the year including all core courses

COMBINED: At least 18 credits by the end of the year including all core courses

MINOR: At least 10 credits by the end of the year.

First Semester

| COURSE CODE | Core Courses (5 Credits) | CREDITS |
|-------------|---|---------|
| #SPAN 301 | Intermediate Spanish Usage I | 3 |
| #SPAN 303 | Comprehension and Oral Expression | 2 |
| | Electives | |
| *SPAN 305 | Language and Translation Skills | 2 |
| SPAN 307 | Special Topics | 2 |
| *SPAN 309 | Topics in Hispanic Popular Culture | 2 |
| SPAN 310 | Language Immersion I | 3 |
| *SPAN 311 | Spanish Medieval Literature | 2 |
| #SPAN 313 | Latin American Studies I | 2 |
| *SPAN 315 | Spanish Peninsular Studies I | 2 |
| *SPAN 317 | Afro-Hispanic Studies | 2 |
| *SPAN 319 | Written Communication Skills | 2 |
| SPAN 321 | Women in Hispanic Literature: Spain | 2 |
| SPAN 323 | Introduction to Hispanic Cinema | 2 |
| *SPAN 325 | Introduction to Spanish Morphology and Syntax | 2 |
| *SPAN 327 | Spanish Phonetics and Phonology | 2 |
| #SPAN 331 | Business Spanish I | 2 |

Second Semester

| COURSE CODE | Core Courses (5 Credits) | CREDITS |
|-------------|--------------------------------------|---------|
| #SPAN 302 | Intermediate Spanish Usage II | 3 |
| #SPAN 304 | Comprehension and Oral Expression II | 2 |
| | Electives | |
| SPAN 306 | Translation Exercises | 2 |
| *SPAN 308 | Special Topics II | 2 |
| SPAN 312 | Golden Age Literature | 2 |
| SPAN 314 | Latin American Studies II | 2 |
| *SPAN 316 | Spanish Peninsular Studies II | 2 |

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| *SPAN 318 | Caribbean Studies | 2 |
| SPAN 322 | Women in Hispanic Literature: Latin America | 2 |
| SPAN 324 | Hispanic Literatures and Film | 2 |
| *SPAN 326 | Spanish Semantics | 2 |
| *SPAN 328 | Discourse Analysis | 2 |
| #SPAN 332 | Business Spanish II | 2 |

LEVEL 400 COURSES

MAJOR: *At least 36 credits by the end of the year*

COMBINED: *At least 18 credits by the end of the year*

First Semester

| COURSE CODE | Core Courses (5 Credits) | CREDITS |
|-------------|--|---------|
| SPAN 401 | Advanced Spanish Proficiency I | 3 |
| *SPAN 403 | Oral for Academic and Professional Purposes | 2 |
| | Electives | |
| SPAN 400 | Long Essay/Creative Writing | 6 |
| *DMLA 401 | Research Methods | 2 |
| *SPAN 405 | Advanced Translation Skills I | 2 |
| SPAN 407 | Selected Topics I | 2 |
| SPAN 409 | Theory of Literature | 2 |
| SPAN 410 | Language Immersion II | 3 |
| *SPAN 411 | Survey of Latin American Literature: Prose | 2 |
| *SPAN 413 | Survey of Peninsular Literature I | 2 |
| *SPAN 415 | Studies in Hispanic Popular Culture | 2 |
| *SPAN 417 | Gender and Society | 2 |
| SPAN 419 | Hispanic Cinema | 2 |
| *SPAN 421 | Hispanic Literatures of Exile and Emigration | 2 |
| *SPAN 423 | Sociolinguistics | 2 |
| *SPAN 425 | Pragmatics | 2 |
| SPAN 427 | Teaching Spanish as a Foreign Language I | 2 |
| *SPAN 431 | Functional Spanish | 2 |
| *SPAN 433 | Advanced Writing Skills | 2 |

Second Semester

| COURSE CODE | Core Courses (5 Credits) | CREDITS |
|-------------|---|---------|
| SPAN 402 | Advanced Spanish Proficiency II | 3 |
| *SPAN 404 | Advanced Oral Expression | 2 |
| | Electives | |
| *SPAN 406 | Advanced Translation Skills I | 2 |
| SPAN 408 | Selected Topics II | 2 |
| *SPAN 412 | Survey of Latin American Literature: Poetry & Drama | 2 |
| *SPAN 414 | Survey of Peninsular Literature II | 2 |

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|-----------|---|---|
| SPAN 418 | Hispanic Women's Writing | 2 |
| *SPAN 420 | Study Abroad | 6 |
| SPAN 422 | Spain in the World Today | 2 |
| *SPAN 424 | Stylistics and Text Commentary | 2 |
| *SPAN 426 | Spanish Language Today | 2 |
| SPAN 428 | Teaching Spanish as a Foreign Language II | 2 |
| *SPAN 432 | Professional Spanish: Commercial Spanish | 2 |

COURSE DESCRIPTIONS

SPAN 101 Introduction to Spanish Studies

The aim of this course is to give students a practical introduction to the Spanish speaking world. Students will acquire a panoramic view of the Spanish speaking people of Europe, Hispanic America and Africa - their cultures, their mannerisms, and other dynamic aspects like variations in expression and intonation. Visual aids, maps, paintings, pictures and other graphical materials will be used to facilitate comprehension in this course.

Reading List

- Gies, David T. (Ed.) (1999). *The Cambridge companion to modern Spanish culture*. New York: Cambridge University Press.
- Jordan, Barry. (2002). *Spanish culture and society: The essential glossary*. London: Arnold Publications.
- Mar-Molinero, Clare. (2002). *The Spanish-speaking world: A practical introduction to sociolinguistic issues*. London: Taylor & Francis.
- Richardson, Bill. (2001). *Spanish studies: an introduction*. London: Arnold Publications.
- Stanton, Edward F. (2002). *Culture and customs of Spain*. Westport: Greenwood Publishing Group.

SPAN 102 Oral Communication Skills

This course is designed to provide students with the necessary basic linguistic and extra linguistic resources which will enable them to fulfil basic communicative needs when engaging in social interactions. Students will be made to listen to, and orally reproduce the phonetic and phonological patterns of the target language through pronunciation, intonation, word stress and rhythmic patterns of spoken Spanish. Listening skills will be sharpened with the help of elementary recordings, adaptations of videos and music. Oral expression will be extensively practiced through simulations of basic real life interactions such as greeting, understanding interlocutor and reacting to information and usual communicative situations such as dialogs, debates, presentations will be practiced.

Reading List

- Mizar Multimedia. (2002). *El español es fácil: aprende a relacionarte en español (inicial a)*. Barcelona: Librería Tirant Lo Blanch.
- Montserrat, V. S. & Badia Armengol. (2009). *Juegos de expresión oral y escrita*. Edición: 2. Madrid: Editorial Grao.
- Nuñez Álvarez, María Pilar. (2010). *Ejercicios fonética - nivel inicial - ele (Practica)*. Madrid: Anaya
- Sánchez Benito, Juana; Sanz Oberberger, Carlos. (1993). *Jugando en español*. Berlín: Langensch.-Hachette.
- Vargas, David. (2009). *Tu y yo: Actividades de interacción oral y escrita, 1*. Madrid: Edelsa.

SPAN 103 Elementary Spanish Grammar I

The aim of this course is to introduce students to basic functional elements of the Spanish language and grammar: the alphabet, word stress, nouns, simple verb tenses, prepositions, numbers, sentence structure and the construction of basic sentences. Students will learn to read, listen to, write simple texts and answer questions on them.

Reading List

- Alonso, C. M. & Prieto, R. (2010). *Curso de español lengua extranjera 1*. Madrid: Edelsa.
- Amenos, J. (2008). *Agencia ELE 1. Manual de español*. Madrid: SGEL.
- Borobio, V. (2009). *Nuevo ELE. Inicial 1. Curso de español para extranjeros*. Madrid: Grupo SM.
- Consejo de Europa. (2002). *Marco común europeo de referencia para la lengua: aprendizaje, enseñanza, evaluación*. Madrid: Secretaria General Técnica del MEC, Anaya e Instituto Cervantes.
- Cerrolaza, M. (2000). *Planeta (1, 2, 3, 4,5)*. Madrid: Edelsa.
- González, H. A. (2000). *Curso Práctico 1*. Madrid: Edelsa.

SPAN 104 Elementary Spanish Grammar II

This course is a continuation of SPAN 103. To improve students' previously acquired level of knowledge; more functional elements of the Spanish language will be taught. The course will be based on the acquisition of basic communicative functions which will facilitate students' ability to make simple and direct exchanges on familiar topics and activities.

Reading List

- Alonso, C.M. & Prieto, P.R. (2010). *Curso de español lengua extranjera 1*. Madrid: Edelsa.
- Amenos, Jose (2008). *Manual de español*. Madrid: SGEL.
- Borobio, Virgilio. (2009). *Nuevo ELE. Inicial 1. Curso de español para extranjeros*. Madrid: Grupo SM.
- Cerrolaza, M. (2000). *Planeta (1, 2, 3, 4,5)*. Madrid: Edelsa.
- González, H. A. (2000). *Curso Práctico 1*. Madrid: Edelsa.
- Llisterri, J. (2001). *Introducción a la fonética: El método experimental*. Barcelona: Anthropos.
- Miñano, J. (2008). *Y, ahora, la gramática*. Barcelona: Publicacions de la Universitat de Barcelona.
- Miquel, L. & Sans, N. (2004). *Rápido. Curso intensivo de español. Libro del alumno*. Madrid: Difusión.
- Miquel, L. & Sans, N. (2004). *Rápido. Curso intensivo de español. Cuaderno de Ejercicios*. Madrid: Difusión.

SPAN 201 Spanish Grammar and Translation I

In this course, students will develop an understanding of the fine points of Spanish grammar. The grammars of Spanish and English will be contrastively analyzed, and those areas that typically give English-speaking students the most trouble will be examined in depth. Students will refine their grammatical skills through translation exercises. In addition, the course will offer an introduction to some of the techniques and problems involved in translating from English to Spanish and from Spanish to English.

Reading List

- Bárcena Madera, E., Feit, R.S., Read, T. & Rodríguez López, B. (2007). *Live Spanish grammar for English speakers*. Madrid: enClave-ELE
- Farell, E., Farell, C.F. (1998). *Lado a lado. Gramática inglesa y española*. :McGraw Hill.
- Martínez, P., Miguel, L., Alonso, R. & Castañeda, A. (2011). *Gramática básica del estudiante de español (Edición revisada), niveles A1-A2-B1*. Madrid: Difusión
- Martínez Vázquez, Montserrat. (2002). *Gramática contrastiva inglés-español*. Huelva: Universidad de Huelva.
- Orozco, Mariana (2007). *Traducción del inglés al castellano: Materiales de introducción a la traducción general directa*. Barcelona: Servei de Publicacions de la Universitat Autònoma de Barcelona.

SPAN 202: SPANISH GRAMMAR AND TRANSLATION II

This course is the continuation of SPAN 201. It will focus on more complex grammatical concepts, and more contextualized grammar exercises will be introduced to advanced beginners/beginning intermediate level audience. Students will be progressively presented with the problems involved in translating from the mother tongue to the target language and vice versa.

Reading List

- Bárcena Madera, E., Feit, R.S., Read, T. & Rodríguez López, B. (2007). *Live Spanish grammar for English speakers*. Madrid: en Clave-ELE
- Izquierdo, M. (2012). *Estudio contrastivo y de traducción inglés-español: Construcciones inglesas y sus equivalentes en español*. Madrid: Editorial Académica Española.
- Martínez, P., Miquel, L., Alonso, R. & Castañeda, A. (2011). *Gramática básica del estudiante de español (Edición revisada), niveles A1-A2-B1*. Madrid: Difusión.
- Martínez Vázquez, Montserrat. (2002). *Gramática contrastiva inglés-español*. Huelva: Universidad de Huelva.
- Palomino, M. (2011). *Gramática en diálogo + CD audio - nivel intermedio: (A2-B1)*. Madrid: enClave-ELE

SPAN 203 ORAL AND COMPOSITION I

The purpose of this course is to develop students' ability to use the target language to effectively convey key ideas and transmit information through oral communication and written expression. Students will be provided with the necessary vocabulary and extra linguistic resources to express their opinion about fairly complex topics. Relevant morphological notions will be examined with the objective of producing accurate texts.

Reading List

- Criado, E. (2008). *Colección práctica. Expresión escrita. Nivel intermedio A2 / B1*. Roma: Klett Ernst/Schulbuch.
- Fuentes Rodríguez, C. (2011). *Guía práctica de escritura y redacción (Espasa Práctico)* Madrid: Espasa
- Llorente Arcocha, M.T. (1996). *Organizadores de la conversación: Operadores discursivos en español*. Salamanca: Universidad Pontificia de Salamanca.
- Palomino, M Ángeles. (2010). *Dual pretextos para hablar expresión oral*. Madrid: Edelsa
- Reyes Roldán, M. & Tarancón, Á.B. (2010) *¡Exprésate!: Actividades de expresión oral*. Madrid: S.G.E.L.

SPAN 204 ORAL AND COMPOSITION II

This course is the continuation of SPAN 203 and is intended to train students to produce adequate texts that satisfy personal communication needs. Students will acquire skills on how to adequately organise ideas and convey key ideas successfully. Cultural themes pertaining to the Hispanic world will be provided for students to assess orally and in written form in a well-structured manner.

Reading List

- Criado, E. (2008). *Colección práctica. Expresión escrita. Nivel intermedio A2 / B1*. Roma: Klett Ernst/Schulbuch.
- Fuentes Rodríguez, C. (2011). *Guía práctica de escritura y redacción (Espasa Práctico)* Madrid: Espasa
- Llorente Arcocha, M. T. (1996). *Organizadores de la conversación: Operadores discursivos en español*. Salamanca: Universidad Pontificia de Salamanca.
- Palomino, M. Á. (2010). *Dual pretextos para hablar expresión oral*. Madrid: Edelsa
- Reyes Roldán, M. & Tarancón, Á.B. (2010) *¡Exprésate!: Actividades de expresión oral*. Madrid: S.G.E.L.

SPAN 205 HISPANIC HISTORY AND CIVILIZATION

Students will be taken through a panoramic study of the various events and occurrences that shaped the history, culture, language and customs of Spain and Hispanic America. Topics on Spain will include: the earliest settlers in Spain, the Re-conquest, the Catholic Monarchs, the Spanish Inquisition, the Spanish Civil War etc; while topics for Hispanic America will include the indigenous pre-Colombian civilizations; the colonization of America and the fight for independence; emancipation, post-independence struggles, etc.

Reading List

- Cantarino, V. (2006). *Civilización y cultura de España*. 5ta ed. New Jersey: Pearson Education Inc.
- Maltby, W. S. (2009). *The rise and fall of the Spanish empire*. New York: Palgrave Macmillan.
- Mendez-Faith, T. (1998). *Panoramas literarios, América hispánica*. New York: Houghton Mifflin Company.

Sandstedt, L. A. & Kite, R. (2011). *Civilización y cultura. Intermediate Spanish*. 10th ed. Canada: Heinle/Cengage Learning.

Ugarte, F., Ugarte, M. & McNerney, K. *España y su civilización*. 5th ed. USA: McGraw-Hill College.

SPAN 206 INTRODUCTION TO HISPANIC LITERATURE

The purpose of this course is to provide students with an informative background for the study of Spanish and Latin America literature. From the “jarchas” and “juglares” to the post-Civil War literature of Spain, as well as, from the Mayan, Aztecan and Quechan literatures to the Avant-garde movement of Hispanic America; students will be exposed to all the major literary movements - their characteristics, style, the representative works and the principal figures of each period. Selected representative texts of these periods will be examined and students will acquire basic skills for analyzing literary texts.

Reading List

Chang-Rodríguez, R. & Malva, E. F. (2004). *Voces de Hispanoamérica. Antología literaria*. Canada: Thomson/Heile.

Sobejano-Moran, A. & Bianco, P. (2006). *Introducción a la literatura española. An anthology of Spanish literature*. Newburyport: Focus Publishing.

Sobejano-Moran, A. & Bianco, P. (2005). *Introducción a la literatura latinoamericana. An anthology of Latin American literature*. Newburyport: Focus Publishing.

Virgilio, C. (1998). *Aproximaciones al estudio de la literatura hispánica*. New York: McGraw-Hill College.

SPAN 301: Intermediate Spanish Usage I

The aim of the course is two-fold: to help students further develop more advanced grammar usage and to give them opportunities to increase their knowledge in executing the structure and usage of some important (functional) verbs in Spanish. Upon completion of this course, students should have obtained a low-intermediate level of language proficiency.

Reading List

Batchelor, R. & Pountain, C. J. (2005). *Using Spanish. A guide to contemporary usage*. Cambridge: Cambridge University Press.

Butt, J. & Benjamin, C. (2001). *A new reference grammar of modern Spanish*. London: Arnold.

Kendris. (2001). *501 Spanish Verbs*. New York: Barron's Educational Series.

Ramonedá, A. (1999). *Manual de estilo (Guía práctica para escribir mejor)*. Madrid: Alianza.

Sarmiento, R. (1997). *Manual de corrección gramatical y de estilo (español normativo, nivel superior)*. Madrid: SGEL.

SPAN 302: Intermediate Spanish Usage II

This course is the continuation of SPAN 301 and it will focus on various aspects of grammar such as advanced usage of pronouns, adjectives, prepositions and the subjunctive. Students will cover a variety of grammatical structures while contextualizing the language through the following themes: art and culture, nature and the environment, social life, work, contemporary society and experience abroad. It is an intermediate level grammar review that also incorporates directed and original composition exercises.

Reading List

Agencia, E. (1995). *Manual de español urgente*. Madrid: Cátedra.

Alarcos, L. (2008). *Gramática de la Lengua Española*. Madrid: Espasa.

Ane, O. (2002). *Exacto! : A Practical Guide to Spanish Grammar*, 1st ed. : McGraw-Hill.

Gómez Torrego, L. (1995). *El léxico en el español actual: uso y norma*. Madrid: Arco/Libros.

Moreno C., Hernández, C. & Miki Kondo, C. (2007). *Gramática (Nivel Avanzado B2)*. Madrid: Grupo Anaya.

SPAN 303 Comprehension and Oral Expression I

This is an intensive course of Spanish as a foreign language, designed to strengthen students' oral and written proficiency in Spanish, with an emphasis on vocabulary acquisition and comprehension skills. Students will

be exposed to a wide range of texts for advanced written comprehension and group practice. Students will prepare presentations based on assigned topics.

Reading (List Select)

- Gilman, G. A. (2005). *Nuevos horizontes: lengua conversación y literatura*. New York: Wiley
- Feria, A. (1990). *La comprensión oral: enfoques, aspectos prácticos y estrategias: Didáctica de las segundas lenguas. Estrategias y recursos básicos*. Madrid: Santillana,
- Gelabert, M. J., Bueso, I. & Benítez, P. (2002). *Producción de materiales para la enseñanza de español*. Madrid: Arco Libros.
- López, Á. (2002). *Comprensión oral del español*. Madrid: Arco Libros.
- Moreno, F. (2002). *Producción, expresión e interacción oral*. Madrid: Arco Libros.
- Vázquez, G. (2000). *La destreza oral*. Madrid: SGEL.

SPAN 304 Comprehension and Oral Expression II

This course is a continuation of SPAN 303. It aims to give the class active and prolonged practice using the language. In order to broaden students' vocabulary and command of the language, students will be presented topics that are unfamiliar to them in the Hispanic context: migration, political asylum, street-partying, bull-fighting etc.

Reading List (Select)

- Feria, A. (1990). *La comprensión oral: enfoques, aspectos prácticos y estrategias: Didáctica de las segundas lenguas. Estrategias y recursos básicos*. Madrid: Santillana,
- López, Á. (2002). *Comprensión oral del español*. Madrid: Arco Libros.
- Moreno, F. (2002). *Producción, expresión e interacción oral*. Madrid: Arco Libros.
- Pinilla, R. & Acquaroni, R. (2004). *Bien dicho. Ejercicios de expresión oral*. Madrid: SGEL.
- Vázquez, G. (2000). *La destreza oral*. Madrid: SGEL.

SPAN 305 Translation Exercises & Aspects of Spanish Structure

The course will familiarize students with the art of translation and the challenges involved in translating between English and Spanish, with emphasis on Spanish as the target language. The translation exercises have a pedagogical value, as they seek to help students acquire a higher level of proficiency and competence in the two languages rather than prepare them to become professional translators.

Reading List

- Lunn, P.V. & Lunsford, E. J. (2003). *En otras palabras. Perfeccionamiento del español por medio de la traducción.*: Georgetown University Press.
- Child, Jack. (2010). *Introduction to Spanish Translation*. Maryland: University Press of America.
- García-Yerba, V. (1982). *Teoría y práctica de la traducción*. Madrid: Gredos.
- Hervey, S. et al. (1995). *Thinking Spanish Translation*. London: Routledge.
- Stockwell, P. R., Bowen, J. D. & Martin, J. W. (1965). *The grammatical structures of English and Spanish*. Chicago; London: University of Chicago Press.

SPAN 306 Translation Exercises

The course is a continuation of SPAN 305. It shall comprise a series of translation activities both in and outside of classroom. Students will progressively tackle complex structures that emphasize specific aspects of Spanish grammar, to paragraph-length texts covering several fields including legal, commercial, medical, technological, and humanistic areas.

Reading List

- Merino, A. & Sheerin, P. H. (2007). *Manual de traducción inversa*. Madrid: Anglo Didáctica Publishing.
- Taylor, S. (2002). *Manual práctico de traducción directa inglés-español*. Madrid: Anglo Didáctica Publishing.
- Vázquez, A. (1977). *Introducción a la traductología*. Washington: Georgetown University Press.
- Washbourne, K. (2010). *Manual of Spanish-English translation*. New Jersey: Prentice Hall.

Zaro, J.J., Truman M. (1999). *Manual de traducción*. Madrid: SGEL.

SPAN 307 Special Topics I

This course is designed as a slot for specially undesignated course and is conceived to cater for any situational or ad hoc need to lay on courses of academic, professional or topical interest, not provided for in the syllabus or course outlines. This is intended, therefore, to provide an elastic thematic stretch for meaningful improvisation and ad hoc future demands.

Reading List

Depends on the chosen area of study

SPAN 308 Special Topics II

This course is the continuation of SPAN 307. It is designed as a slot for specially undesignated course and is conceived to cater for any situational or ad hoc need to lay on courses of academic, professional or topical interest, not provided for in the syllabus or course outlines. This is intended, therefore, to provide an elastic thematic stretch for meaningful improvisation and ad hoc future demands.

Reading List

Depends on the chosen area of study

SPAN 310 Language Immersion I

This is an intensive study to be undertaken during the long vacation in either a university in a Spanish speaking country or at home. It is intended to give students the opportunity to experience and live Spanish culture in its unadulterated form and acquire a better appreciation of the extra-linguistic and pragmatic features of the language. Students may also undertake this language immersion course at the University of Ghana during the long vacation between Levels 200 and 300.

SPAN 311 Medieval Spanish Literature

The course proposes a close reading of Spanish literary productions of the Middle Ages. It will study the aesthetic literary concepts, in relation to the socio-historical and artistic European contexts of the 12th, 13th and 14th centuries. Its focus will be on the different schools (Mester de Clerecía, Mester de Juglaría, Prosa narrativa) with a specific study of authors and key works on the early development of Spanish literature and language.

Reading List

Gerli, E. M. (2003). *Medieval Iberia: An encyclopedia*. New York: Routledge

Kagay, D. J. (2008). *Medieval Iberia: Essays on the history and literature of medieval Spain*. Cambridge: Cambridge University Press.

López Estrada, F., María Teresa López. (1991). *Poesía castellana de la Edad Media*. Madrid: Taurus.

Mújica, Bárbara. (1991). *Antología de la literatura española. Edad Media*. New York: Wiley

Rico, F. (Ed) (1980). *Historia y crítica de la literatura española*. Barcelona: Crítica.

SPAN 312 Golden Age Literature

In this course a selection of major texts—narrative, poetry and drama—of the Golden Age will be studied. The socio-political environment of Spain and its bearing on artistic productivity and creativity will be examined with emphasis on the ideological, cultural and critical issues these texts raise and address. A selection of the works by the following authors will be examined: Lope de Vega, Pedro Calderón de la Barca, Tirso de Molina, Francisco de Quevedo (, Luis Góngora y Argote, Fray Luis de León, San Juan de la Cruz, Miguel de Cervantes.

Reading List

Alvar, C. (2002). *Breve historia de la literatura española*. Madrid: Alianza.

Bennasar, B. (1983). *La España del Siglo de Oro*. Barcelona: Crítica.

Lázaro Carreter, Fernando. (1992). *Estilo barroco y personalidad creadora: Góngora, Quevedo, Lope de Vega*. Madrid: Cátedra.

Lope de Vega, F. (2006). *El arte nuevo de hacer comedias/New art of making comedies*. Madrid: Cátedra.

Wilson, E.M. & Moir, D. (1992). *Historia de la literatura española 2. Siglo de Oro: teatro*. Barcelona: Ariel.

SPAN 313 Latin American Studies I

This course is an exploration of Latin America, a world that includes Central and South America, from historical, geo-political, economic perspectives as well as through cultural ones to include food, music, gender, race, and class. The course seeks to come to an understanding of the experiences and processes that have shaped the region.

Reading List

Chasteen, J. C. (2006). *Born in blood and fire: A concise history of Latin America*, 2nd ed. London: W.W. Norton & Co.

Chasteen, J. C. & Wood, J. A. (2004). *Problems in modern Latin American history: Sources and interpretations*. Wilmington: SR Books.

Pilcher, J. M. (1998). *¡Que vivan los tamales! Food and the making of Mexican identity. Diálogos*. Albuquerque: University of New Mexico Press,

Stepan, N. L. (1991). *The hour of eugenics: Race, gender, and nation in Latin America*. Ithaca: Cornell University Press,

SPAN 314 Latin American Studies II

This course is the continuation of SPAN 313. Students will reflect on identity, revolutions, nation-state formation, modernization and social mobilization based on analyses of primary sources such as cinema, music, literature, art and historical documents as well as secondary sources.

Reading List (Select)

[Ainsa, F.](#) (2003). [Narrativa hispanoamericana del siglo XX. Del espacio vivido al espacio del texto](#). Zaragoza, Prensas Universitarias.

Chasteen, J. C. (2006). *Born in blood and fire: A concise history of Latin America*, 2nd ed. London: W.W. Norton & Co.

Malamud, C. (2005). *Historia de América*. Madrid: Alianza Editorial.

Pacheco, J. E. (1987). *Battles in the desert & other stories*. New York: New Directions.

Sanabria, H. 2007. *The Anthropology of Latin America and the Caribbean*. Boston: Pearson.

Skidmore, T.E. & Smith, P.H. *Modern Latin America*. (2005). 6th ed., New York: Oxford University Press.

SPAN 315 Spanish Peninsular Studies I

The course covers the rich and complex traditions of eighteenth and nineteenth century Spanish literature and culture from a variety of historical and intellectual perspectives. Grounded in language, literature and aesthetics, a broad range of theoretical approaches and a unique variety of textualities will also be considered. It will examine all literary genres (prose, poetry, essay, theatre and film) and underscore the connections between literary studies and other disciplines.

Reading List (Select)

Carr, R. (1999). *España 1808-1975 (9ªedc.)*. Barcelona: Ariel.

Espino Nuño, J. & Morán Turina, M. (2003). *Historia del arte español*. Madrid: SGEL.

Felices, Á .C. (2003). *Cultura y negocios. El español de la economía española y latinoamericana*. Madrid: Edinumen.

Lázaro Carreter, Fernando. (1992). *Estilo barroco y personalidad creadora: Góngora, Quevedo, Lope de Vega*. Madrid: Cátedra.

Virgilio, C., Friedman E. & Valdivieso, T. (Ed.) (2012). *Aproximaciones al estudio de la literatura hispánica*, 7 ed. New York: Mc. Graw Hill

SPAN 316 Spanish Peninsular Studies II

This course is the continuation of SPAN 315 and will study the rich and complex traditions of twentieth and twenty-first century Spanish literature and culture from a variety of historical and intellectual perspectives. Grounded in language, literature and aesthetics, a broad range of theoretical approaches and a unique variety of textualities will also be considered. It will examine all literary genres (prose, poetry, essay, theatre and film) and underscore the connections between literary studies and other disciplines.

Reading List (Select)

Balfour, S. (Ed.) (2005). *The Politics of Contemporary Spain*. London: Routledge.

Bericat, E. (Ed.) (2003) *El conflicto cultural en España: acuerdos y desacuerdos entre los españoles*. Madrid: CIS.

Carr, R. (1999). *España 1808-1975* (9^aedc.). Barcelona: Ariel.

Gilmour, D. (2005). *The transformation of Spain: From Franco to the constitutional monarchy*. London: Quartet Books.

Salinas, P. (2001). *Literatura española, siglo XX*. Madrid: Alianza Editorial

Roman, P. (Ed.) (2001). *Sistema político español*. Madrid: Mc Graw Hill.

SPAN 317 Afro-Hispanic Literature

This course will introduce students to the background of Hispanophone literature, with specific reference to the background of the writers, and the socio-linguistic context in which their work is produced. It provides a brief history of Equatorial Guinea and its continuing ties with Spain. Varied in content and scope, the texts selected for this course will afford insights into issues and preoccupations of the writers. The course examines aspects of the socio-political state of affairs these works bring up for scrutiny as well as the creative, ideological and philosophical stimulus underpinning them.

Reading List (Select)

Boampong, J. (Ed.) (2012). *In and out of Africa: Exploring Afro-Hispanic, Luso-Brazilian and Latin American Connections*. Newcastle upon Tyne: Cambridge Scholars Publishing

Lewis, M. (2007). *An Introduction to the Literature of Equatorial Guinea. Between Colonialism and Dictatorship*. Columbia/London: University of Missouri Press.

Liniger-Goumaz, M. (2009). *Historical Dictionary of Equatorial Guinea*. Metuchen, New Jersey, N.J./ London: The Scarecrow Press, Inc.

Muakuku-Rondo, F. (2000). *Guinea Ecuatorial. De la esclavitud colonial a la dictadura nguemista*. Barcelona: Carena.

Ugarte, M. (2010). *Africans in Europe. The culture of exile and emigration from Equatorial Guinea to Spain*. Urbana, Chicago, Springfield: University of Illinois Press.

SPAN 318 Caribbean Studies

This course is designed to familiarize students with the pertinent issues that determine or affect the concept of identity in Caribbean societies through a study of geography, history, politics, economics, literature, and culture. It introduces students in the society and culture of the Caribbean region as well as the historical evolution of Caribbean society, the cultural characteristics of the Caribbean people, and the ways in which Caribbean society and culture influence and are influenced by societies and cultures outside the region.

Reading List (Select)

Dussel E. (2009). *El pensamiento filosófico latinoamericano, del Caribe y latino [1300-2000]: historia, corrientes, temas y filósofos*. La Habana: Siglo XXI

Knight, F.W. (2012). *The Caribbean: The genesis of a fragmented nationalism*. 3rd ed. New York and Oxford: Oxford University Press.

- Mateo Palmer, A. M. & Álvarez, L. Á. (2004). *El caribe en su discurso literario*. La Habana: Siglo XXI Editores.
- Moya Pons, F. (2007). *History of the Caribbean: Plantations, trade, and war in the Atlantic world*. Princeton: Markus Wiener.
- Winn, Peter. (2006). *Americas: The changing face of Latin America and the Caribbean*. Los Angeles, LA: University of California Press.

SPAN 319 Written Communication Skills

This intermediate-level course is designed to develop stronger skills in written communication and to adequately prepare students for academic writing in Spanish. Students will build skills by analyzing authentic texts, focusing on textual structures and the writing process, in five broad types: description, narration, reporting, argumentation, and exposition.

Reading List (Select)

- Artes, J. S. & Sanchez Maza, J. (1999). *Curso de lectura, conversación y redacción*. Madrid: SGEL.
- Ayllon, C. (2010). *Spanish composition through literature*. Upper Saddle River: Pearson/ Prentice Hall.
- Dominics, M. C. (2006). *Repase y escriba: Curso avanzado de gramática y composición*. New York: J. Wiley & Sons.
- Finnemann, M. D. (2001). *De lector a escritor: el desarrollo de la comunicación escrita*. Boston: Heinle & Heinle.
- Stiegler, B. N. & Jiménez, C. J. (2007). *Hacia niveles. Composición por proceso y en contexto*. Boston: Cengage Learning.

SPAN 321 Women in Hispanic Literature: Spain

The focus of this course is the fictions of women writers whose names are already part of the Spanish literary canon as well as budding ones. Writers like María de Zayas, Emilia Pardo Bazán, Rosalía de Castro among others will be studied to explore the issues these authors confront in their literary productions. A central aspect of the course will be a study of ways by which they negotiate with and subvert patriarchy.

Reading List (Select)

- Brooksbank, J. A. (2007). *Women in contemporary Spain*. Manchester: Manchester University Press.
- Galerstein, C. L. (2006). *Women writers of Spain: An annotated bio-bibliographical Guide*. New York: Greenwood Press.
- Ordóñez, E. J. (2001). *Voices of their own: Contemporary Spanish narrative by women*. London/Toronto: Associated University Presses.
- Pérez, J. (2008). *Contemporary women writers of Spain*. Boston: Twayne.
- Turner, H. (2003). *The Cambridge Companion to the Spanish Novel: From 1600 to the Present*. Cambridge: Cambridge University Press.

SPAN 322 Women in Hispanic Literature: Latin America

This course will study works by and about women, with emphasis on the portrayal of women, women's roles, and myths of womanhood within the socio-ideological context of Latin America. What issues do these literary productions call up? How do they negotiate with and subvert patriarchy? Indeed, does women's writing mean feminist writing? These are some of the questions which will be addressed in this course.

Reading List (Select)

- América, R. (2009). *Lovers and comrades: Women's resistance poetry from Central America*. London: The Women's Press.
- Castillo, M. (2002). *Al calor de la lumbre*. El Salvador: Clásicos Roxsil.
- Ibsen, K. (Ed.) (2007). *The other mirror: Women's narrative in Mexico, 1980-1995*. New York, NY: Routledge.
- Jones, A. B. & Davies, C. (Eds.) (2006). *Latin American Women's Writing: Feminist Readings in Theory and Crisis*. Oxford: University Press.

SPAN 323 Introduction to Hispanic Cinema

This course will introduce students to a different medium for analysis. It will equip students with the key skills needed in the close textual analysis of films, and in historicizing film production in Spain and Latin America. Students will gain an appreciation of the historical, cultural, social, and political questions raised in the films under study.

Reading List (Select)

- Besas, P. (1995). *Behind the Spanish lens: Spanish cinema under fascism and democracy*. Denver: Arden.
- Caparrós-Lera, J. M. (1987). *The Spanish cinema: A historical approach*. Madrid: Film Historia.
- Deveny, T. G. C. (2003). *On screen: Contemporary Spanish cinema*. London: Scarecrow.
- Evans, P. W. (2005). *The Films of Luis Buñuel: Subjectivity and Desire*. Oxford: Clarendon.
- Gubern, R. (2005). *Historia del cine español*. Madrid: Cátedra.
- Negroponete, N. (2009). *El mundo digital*. Barcelona: Ediciones B.
- Schwartz, R. (2006). *Spanish Film Directors, 1950-1985: 21 profiles*. London: Scarecrow.

SPAN 324 Hispanic Literatures and film

This course will undertake the study of adaptations of Spanish and Latin American literary works into films. Covering different periods and nationalities, students will understand and interpret spoken and written language; they will gain an understanding of the traditions, products (texts and films) and perspectives of Spanish cultures; they will reinforce and expand their knowledge of other areas of study (literature and film studies) through Spanish, and also, be able to compare the textual sources and their adaptations to film.

Reading List (Select)

- Alianza, M. A. (2004). *Las huellas de Buñuel: influencias en el cine latinoamericano* Teruel: Instituto de Estudios Turolenses.
- Barbáchano, C. (2000). *Entre cine y literatura*. Zaragoza: Prames.
- Caballero, R. (2005). *Un pez que huye: cine latinoamericano. Análisis estético de la producción entre 1991 y 2003*. Madrid: Fundación Autor.
- Courtad, James C., et al. (2012). *Intrigas: Advanced Spanish through literature and film*.
- Elena, A. (2009). *Tierra en trance: el cine latinoamericano en 100 películas*. Madrid:
- Río-Fuentes, J. (2005). *Pletóricas latitudes del margen: el cine latinoamericano ante el tercer milenio*. Madrid: Fundación Autor.

SPAN 325 Introduction to Spanish Morphology and Syntax

This is an introductory course that reviews the basic concepts of morphology from semantic, functional and typological perspectives. The course will undertake the study and analysis of Spanish grammar including tense, aspect, and mood; morphological problems; syntactic variation; style in oral and written expression; brief discussion of dialectal variation.

Reading List

- García García, S., Meilan García, A. & Hor, I. (2005). *Construir bien en español la forma de las palabras*. Asturias: Universidad de Oviedo.
- Hadlich, R. L. (1971). *A transformational grammar of Spanish*. Englewood Cliffs: Prentice-Hall.
- Martínez, H. (2005). *Construir bien en español. La corrección sintáctica "Grupos nominales, oración simple, oración compuesta y compleja"*. Asturias: Universidad de Oviedo
- Matte Bon, F. (1995). *Gramática comunicativa del español. De la idea a la lengua*. Tomo II. Madrid: Edelsa.
- Wheatley, K. (2006). *Sintaxis y morfología de la lengua española*. Pearson: Prentice Hall.

SPAN 326 Spanish Semantics

In this course, aspects of the semantics of Spanish will be taught. The aim of the course is to enable students to enrich their vocabulary in a gradual way. Special emphasis will be placed on awareness-raising with regard to the contextual value attached to frequently used words and idiomatic expressions in Spanish.

Reading List

- Becerra Hiraldo, J. M. (2002). *Comentario lexicológico-semántico de textos*. Madrid: Arco Libros.
- Cann, R. (1993). *Formal semantics: An introduction*. Cambridge; New York: Cambridge University Press.
- Gutiérrez-Rexach, J. (Ed.) (2002). *From words to discourse: Trends in Spanish semantics and pragmatics*. Oxford: Elsevier.
- Lyons, J. (1981). *Language, meaning and context*. London: Fontana.
- Matte Bon, F. (1995). *Gramática comunicativa del español. De la idea a la lengua*. Tomo II Madrid: Edelsa.
- Nida, E. A. (1975). *Componential analysis of meaning: An introduction to semantic structures*. The Hague: Mouton.

SPAN 327 Spanish Phonetics and Phonology

This course is an understanding of key phonetic and phonological terms and concepts by identifying describing, producing, and transcribing phonemes of Spanish. It consists of a detailed analysis of Spanish sounds and of the rules that govern their production. The course is fundamental to a proper understanding of the production of Spanish sounds; the course also helps to prepare students to teach English to Spanish speakers and gives students a better understanding of English sound production.

Reading List (Select)

- Barrutia, R. & Schwegler, A. (1994). *Fonética y fonología españolas: Teoría y práctica*. 2nd ed. New York: John Wiley & Sons.
- Canfield, D. L. (1981). *Spanish pronunciation in the Americas*. Chicago and London: University of Chicago.
- Catford, J. C. (1977). *Fundamental problems in phonetics*. Bloomington, IN, and London: Indiana University.
- del Rosario, R. (1970). *El español de América*. Sharon: Troutman.
- Sánchez, A. & Matilla, J. A. (1974). *Manual práctico de corrección fonética del español*. Madrid: SGEL.
- Schwegler, A. & Kempff, J. (2007). *Fonética y fonología españolas, 3rd Edition*. New York: John Wiley & Sons.

SPAN 328 Discourse Analysis

The focus of this course is to better understand how language works in larger discourse contexts. The course considers the organization of language above the sentence level, considering a variety of cross-sentences, discourse phenomena and the types of models that have been proposed to capture cross-sentence relationships. It explores a variety of approaches and discusses their strengths and weaknesses.

Reading List (Select)

- Baylon, C. & Fabre, P. (1994). *La semántica (con ejercicios prácticos y sus soluciones)*. Barcelona, Buenos Aires y México: Ediciones Paidós.
- Krippendorff, K. (1990). *Metodología de análisis de contenido: teoría y práctica*. Barcelona: Paidós.
- Lope Blanche, J. M. (1987). *Análisis gramatical del discurso*. México, D.F.: UNAM.
- Stubbs, M. (1987). *Análisis del discurso: análisis sociolingüístico del lenguaje natural*. Madrid: Alianza Editorial.
- Van Dijk, T. (1980). *Estructura y funciones del discurso*. México, D.F.: Siglo Veintiuno.
- Van Dijk, T. A. (1993). *Texto y contexto: semántica y pragmática del discurso*. Madrid: Cátedra.

SPAN 331 Business Spanish I

The course will provide students with technical vocabulary and communicative skills covering business concepts applicable to the corporate dynamics of the Spanish-speaking world. Through readings, presentations, discussions, and video materials, cultural aspects that characterize the business environment in the Hispanic world will be analyzed. Additionally the economies and markets in light of their history, politics, resources and pressing international concerns will be studied.

Reading List (Select)

- Aguirre-Blanca, B. (2004). *El Español por profesiones Servicios Turísticos*. Madrid: SGEL.
- Aguirre-Blanca, B. (1997). *El Español. Lengua jurídica*. Madrid: SGEL.
- Blanco Canales, A. (2005). *Negocios: manual de español profesional: nivel intermedio-avanzado*. Alcalá de Henares, Madrid: Universidad de Alcalá.
- Gómez de Enterría, J. (1994). *Servicios de Salud*. Madrid: SGEL.
- Muñiz Castro, E. G. (1998). *Routledge Spanish dictionary of business, commerce, and finance = Diccionario Inglés de Negocios, comercio y finanzas / Spanish terminology/terminología española*. New York, NY: Routledge

SPAN 332 Business Spanish II

Writing-intensive course designed to develop students' communicative skills through grammar review, readings on current issues and exposure to media. Students will learn the most practical aspects of Spanish business life; topics included in this course are business correspondence, verbal negotiation, socio-political geography as well as the state of the Spanish economy in the Hispanic and International markets.

Reading List (Select)

- Aguirre Blanca, B. (1992). *El español por profesiones*. Madrid: SGEL.
- Campbell, R. (1998). *Media and culture: An introduction to mass communication*. New York: St. Martin's Press.
- Gómez de Enterría, J. (1990). *Correspondencia Comercial en español*. Madrid: SGEL.
- Kattan-Ibarra, J. (1995). *Talking Business Spanish*. Cheltenham: Stanley Thornes
- Martín, A.M. et al. (1989) *El Español de los Negocios*. Madrid: Sgel.
- Muñiz Castro, E.G. (1998). *Routledge Spanish dictionary of business, commerce, and finance = Diccionario Inglés de Negocios, comercio y finanzas / Spanish terminology/terminología española*. New York: Routledge

SPAN 400 Long Essay/Creative Writing

This is a research paper on a topic of the student's choice, undertaken with a lecturer's supervision in partial fulfilment of an undergraduate programme.

DMLA 401 Research Methods

This course takes students through the practical steps necessary for carrying out and independent research work on Foreign Languages and Literatures. It will cover types of research methods, research processes, including the selection of a topic, data collection, abstracts, introductions, conclusions, review of literature, bibliography compilation etc. Students are required to submit independent research projects at the end of the course.

This is a required course for students in the Department of Modern Languages who have not taken a Research Methods course in another Department.

Reading List (Select)

- [American Psychological Association](#). (2009). *Publication Manual of the American Psychological Association* 6th Edition
- Becker, H. S. (1998). *Tricks of the trade: how to think about your research while you're doing it*. Chicago: University of Chicago Press.
- Booth, W. C. (2008). *The craft of research* Chicago: University of Chicago Press (Chapters 7 to 11 and Chapters 12 to 14).
- Creswell, J. W. (2008). *Research design: qualitative, quantitative, and mixed methods approaches*. London: Sage Publ.
- Flick, U. (2006). *An introduction to qualitative research* (4th edition). London: Sage Publ.
- [Modern Language Association](#). (2009). *MLA handbook for writers of research papers* 7th Ed.
- Preece, R. A. (1994). *Starting research: An introduction to academic research and dissertation writing*. London: Pinter Publishers.

Turabian, K. L. (1996) *A manual for writers of term papers, theses, and dissertations*, 6th Rev Edition. Chicago: Chicago University Press.

Walliman, N. S. R., (2000). *Your research project: A step-by-step guide for the first-time researcher*. Sage Publications

SPAN 401 Advanced Spanish Proficiency I

This course involves a comprehensive study of Spanish grammar on an advanced level, emphasizing reading and writing skills. It will focus on the grammatical structures which foreign students find difficult, for example the structure and uses of exclamations and interjections in Spanish as well as the stylistic use of the subjunctive; the dative of interest, the synthetic and absolute superlative etc.

Reading List

Bon, F. M. (2000). *Gramatica comunicativa del español*. Madrid: Edelsa.

Corpas P. G. (Ed). (2000). *Las lenguas de Europa: Estudios de fraseología, fraseografía y traducción*. Granada: Ed. Comares.

Cortes de los Ríos, M. E. (2000). *Análisis del género en textos de carácter economico-empresarial: un estudio contrastivo inglés-español de la carta comercial*. Barcelona: Universitat de Barcelona.

Gaya, S.P. (1994). *Curso superior de sintaxis española*. Barcelona: Indugraf.

Lamprey, V. A. O. (2005). *Composite course in Spanish grammar, translation and stylistics*. Accra: Unimax Macmillan Ltd.

Martin Peris, E., & Baulenas, N. S. (2004). *Gente 1: Libro del alumno: nueva edición: curso comunicativa basado en el enfoque por tareas*. Barcelona: Difusión.

SPAN 402 Advanced Spanish Proficiency II

This course is a continuation of SPAN 401. It involves a more comprehensive study of Spanish grammar on an advanced level, emphasizing reading and writing skills on more complex topics. A communicative approach involving discussions of essay topics, translation of official and business letters etc. will be adopted to bring proficiency to the expected level.

Reading List (Select).

Caston, A. R. (2004). *Gente 3: Libro del profesor: nueva edición: curso comunicativa basado en el enfoque por tareas*. Barcelona: Difusión.

Gaya, S. P. (2004). *Curso superior de sintaxis española*. Barcelona: Indugraf.

Lamprey, V. A. O. (2005). *Composite course in Spanish grammar, translation and stylistics*. Accra: Unimax Macmillan.

Levinson, S.C. (2004). *Significados presumibles*. Madrid: Gredos.

Martin, P. E. (2004). *Gente 1: Libro del alumno: nueva edición: curso comunicativa basado en el enfoque por tareas*. Barcelona: Difusión.

SPAN 403 Oral for Academic and Professional Purposes

This course is designed to develop advanced conversational skills in a variety of situations and subjects. It prepares students to attain oral proficiency and should exhibit real competence in reading, comprehension and self-expression. Students will be expected to do out of class reading of selected texts and/or view selected films for discussions.

Reading List

Benítez, R. & Smith, P.C. (2001). *Hablando seriamente: textos y pretextos para conversar y discutir*. 3rd ed. Upper Saddle River: Prentice-Hall.

Brown, M.G. (2006). *Conversaciones creadoras*. Houghton Mifflin Company.

Gaya, S. P. (2004). *Curso superior de sintaxis española*. Barcelona: Indugraf.

Lamprey, V. A. O. (2005). *Composite course in Spanish grammar, translation and stylistics*. Accra: Unimax Macmillan.

Kooreman. (2000). *Breves cuentos hispánicos*. 3rd ed. Upper Saddle River: Prentice-Hall.

Ponce de Leon, J. (2004). *El arte de la conversacion*. Boston: Cengage Learning.

SPAN 404 Advanced Oral Expression

This course is a continuation of SPAN 403 and is intended to further develop a high level of conversational skills in Spanish. Students will improve their listening comprehension and speaking skills, acquire and use native-like expressions and vocabulary.

Reading List (Select).

- Benítez, R. & Smith, P.C. (2001). *Hablando seriamente: textos y pretextos para conversar y discutir*. 3rd ed. Upper Saddle River: Prentice-Hall.
- Brown, M.G. (2006). *Conversaciones creadoras*. Houghton Mifflin Company.
- Gaya, S. P. (2004). *Curso superior de sintaxis española*. Barcelona: Indugraf.
- Lamptey, V. A. O. (2005). *Composite course in Spanish grammar, translation and stylistics*. Accra: Unimax Macmillan.
- Kooreman. (2000). *Breves cuentos hispánicos*. 3rd ed. Upper Saddle River: Prentice-Hall.
- Ponce de Leon, J. (2004). *El arte de la conversacion*. Boston: Cengage Learning.

SPAN 405 Advanced Translation Skills I

This course is an overview of the following translation strategies and techniques, with examples of their usage: borrowing, calque, transposition, modulation, etc. Students will also analyse and translate some selected texts (extracts from newspapers, journals, magazines, text books, etc) from Spanish into English and vice versa.

Reading List

- Baker, M. (1992). *A Coursebook on Translation*. London/New York: Routledge.
- Boleka, B. J. (2009). *Lenguas y poder en Africa*. Madrid: Mundo Negro.
- Borrego J. (1998). *El subjuntivo: valores y uso*. Madrid: SGEL.
- Bosque, I. 2004, *Redes. Diccionario combinatorio del español contemporáneo*. Madrid: S.M.
- Hatim, B. & Mason, I. (1990). *Discourse and the translator*. London: Longman
- Lamptey, V. A. O. (2005). *Composite course in Spanish grammar, translation and stylistics*. Accra: Unimax Macmillan Ltd.

SPAN 406 Advanced Translation Skills II

This course is the continuation of SPAN 405. It deals with the analysis and translation of isolated sentences, including idiomatic expressions, adages, maxims, proverbs, book and film titles etc. that present translation challenges. Students will translate selected texts (extracts from newspapers, journals, magazines, text books, etc.) from Spanish into English and vice versa.

Reading List (Select)

- Boleka, B. J. (2009). *Las reposadas imágenes de antaño*. Madrid: Casa de Africa.
- Hervey, S. (1995). *Thinking Spanish Translation*. London: Routledge,
- Hockett, F. C. (2006). *A Course in Modern Linguistics*. New York. Surjeet Publications.
- Lamptey, V. A. O. (2005). *Composite course in Spanish grammar, translation and stylistics*. Accra: Unimax Macmillan Ltd.
- Zaro, J. J. & Truman, M. (1999). *Manual de traducción. A manual of translation. Textos españoles e ingleses traducidos y comentados*. Madrid: Sgel.

SPAN 407 Selected Topics I

This course is designed as a slot for specifically undesignated courses and is conceived to cater for any situational or ad hoc need to lay on courses of academic, professional or topical interest (from cognate or non cognate disciplines), not provided for in the syllabus or course outlines. This is intended, therefore, to provide an elastic thematic stretch for meaningful improvisation and ad hoc future demands.

Reading List (Select)

Depends on the chosen area of study

SPAN 408 Selected Topics II

This is a slot for specifically undesignated courses, conceived to cater for any situational or ad hoc need to lay on courses of academic, professional or topical interest (from cognate or non cognate disciplines), not provided for in the syllabus or course outlines. This is intended, therefore, to provide an elastic thematic stretch for meaningful improvisation and ad hoc future demands.

Reading List (Select)

Depends on the chosen area of study

SPAN 409 Theory of Literature

This course will study some universal theories on literature and literary creativity, and also some artistic and creative systems. It will focus on literature as social function and index of collective and individual cosmivision. It will also explore language and literature, as well as the use of cognitive symbols.

Reading List (Select)

Baldwin, E. (2009). *Introducing cultural studies*. London: Prentice Hall.

Barry, P. (1995). *Beginning theory: An introduction to literary and cultural Theory*. Manchester: Manchester University Press.

Eagleton, T. (1996). *Literary theory: An introduction*. Oxford: Blackwell.

Foster, D. W. (Ed.) (2001). *Spanish literature: Current debates on Hispanism*. New York: Garland.

Keith, G. (1995). *Critical theory and practice: A Coursebook*. London: Routledge.

SPAN 410 Language Immersion

This is a long-vacation specially packaged intensive study in a university in a Spanish speaking country. Students can also undertake a language immersion course at the University of Ghana during the long vacation between Levels 300 and 400

SPAN 411 Survey of Latin American Literature: Prose

This course undertakes a panoramic review of Latin-American literature from modernism, avant-garde, revolutionary literature, to the literature of the boom (narrativa y cuentos), postmodernism and current trends. It looks at the origin of modernism, avant-garde movement and their various characteristics.

Reading List (Select)

Garganigo, J. F. (Ed.) (2002). *Huellas de las literaturas hispanoamericanas*. Upper Saddle River, New Jersey, NJ: Prentice Hall.

González, E. R. (2004). *Historia y ficción en la narrativa hispanoamericana*. Caracas: Monte Avila.

Kohut, K. (Ed.) (2007). *La invención del pasado. La novela histórica en el marco de la posmodernidad*. Madrid: Vervuert.

Valcárcel, E. (Ed.) (2007). *El cuento hispanoamericano del siglo XX. Teoría y práctica*. Coruña: Universidad de Coruña.

Villanueva, D. (2001). *Trayectoria de la novela hispanoamericana actual (Del realismo mágico a los años ochenta)*. Madrid: Espasa-Calpe.

SPAN 412 Survey of Latin American Literature: Poetry and Drama

This course focuses on the study of poetry and drama by a variety of Latin-American authors and undertakes a panoramic review of their works from modernism, avant-garde, to postmodernism and current trends. Students will expand their ability to analyse texts in their social historical and cultural context and to present those analyses both orally and in writing.

Reading List (Select)

- Brushwood, J. (1984). *La novela hispanoamericana del siglo XX. Una vista panorámica*. México: FCE.
- Garganigo, J. F. (Ed.) (2002). *Huellas de las literaturas hispanoamericanas*. Upper Saddle River, New Jersey: Prentice Hall.
- González, E. R. (2004). *Historia y ficción en la narrativa hispanoamericana*. Caracas: Monte Avila.
- Kohut, K. (Ed.) (2007). *La invención del pasado. La novela histórica en el marco de la posmodernidad*. Madrid: Vervuert.
- Valcárcel, E. (Ed.) (2007). *El cuento hispanoamericano del siglo XX. Teoría y práctica*. Coruña: Universidad de Coruña.

SPAN 413 Survey of Peninsular Literature I

This course is a study of the historical and artistic development of Romanticism and Realism with emphasis on the salient features of the romantic movement in Europe, Spain and a detailed study of the main writers of this trend notably, Espronceda, Leopoldo Alas (Clarín), Bécquer, and Rosalía de Castro. It will also look at Mariano José de Larra and Benito Perez Galdós in the conceptualization and development of their works.

Reading List (Select)

- Bécquer, G. A. (1992). *Rimas*. Madrid: Ediciones Catédra.
- Flitter, D. (1992). *Spanish romantic literary theory and criticism*. New York: Cambridge University Press.
- Friedman, E. H. (2006). *Cervantes in the middle: Realism and reality in the Spanish novel from Lazarillo de Tormes to Niebla*. Newark: Juan de la Cuesta.
- Muñoz-Marquina, F. (2003). *Bibliografía fundamental sobre la literatura española: Fuentes para su estudio*. Madrid: Editorial Castalia.
- Simon, D. J. (1980). *Manual de bibliografía de la literatura española*. Madrid: Gredos.

SPAN 414 Survey of Peninsular Literature II

This course provides an overview of the 20th century Spanish Literature, focusing on the main literary trends and the different groups, studied within their socio-cultural contexts. All genres are going to be studied using texts by the most renowned authors. The aim is to provide in-depth knowledge of the evolution of Spanish literature through all the changes that the art undergoes during the 20th century, including the Avant-garde, literature of political and social awareness and postmodernism.

Reading List

- Clarke, A. H. (2009). *Studies in modern Spanish literature from Galdos to Unamuno*. Exeter: University of Exeter Press.
- Gies, T. D. (2006). *The Cambridge history of Spanish literature*. London: Cambridge University Press.
- Godsland, S. (2004). *Reading the popular in the contemporary Spanish text*. Delaware: University of Delaware Press.
- Wentzlaff-Eggebert, H. (2009). *Las vanguardias literarias en España: bibliografía y antología crítica*. Madrid: Vervuert: Iberoamericana.
- Zubatsky, D. S. (2002). *Spanish, Catalan, and Galician literary authors of the twentieth century: an Annotated guide to bibliographies*. Metuchen, N.J.: Scarecrow Press.

SPAN 415 Studies in Hispanic Popular Culture

This course will explore the diverse manifestations of popular culture in Spain and Latin America with a view to recognizing and appreciating the cultural values they exhibit. Students will develop deep knowledge on Hispanic musical forms, soap opera, television programs, theatre, the press and other forms of cultural expression which will form the basis for intra-Hispanic as well as cross-cultural comparisons.

Reading List (Select).

- Bellido G. M. L. & Gutiérrez Viñuales, R. (2005). *Historia del arte en Iberoamérica y Filipinas: materiales didácticos III. Artes plásticas*. Granada: Universidad,
- Gamboa, José Manuel. (2005). *Una historia del flamenco*. Madrid. Espasa Calpe.
- Gutiérrez, Balbino, Enrique Morente. (2006). *La voz libre*. Madrid: Fundación Autor.

- Gutiérrez, R. (1995). *Pintura, escultura y artes útiles en Iberoamérica. 1500-1825*. Madrid: Cátedra.
- Mora, C. (2003). *España, ayer y hoy: Itinerario de cultura y civilización*. Madrid: SGEL.
- Washabaugh, W. (2005). *Pasión, política y cultura popular*. Barcelona: Paidós.

SPAN 417 Gender and Society

This course will study the way culture shapes and defines the positions and roles of both men and women throughout Hispanic society (Spain, Latin America and the Spanish speaking world). Major emphasis is placed on current social conditions, which, in turn, may lead to a broadening of sex-roles and a reduction of sex-role stereotypes. We will also discuss the implications of these changes for society as a whole.

Reading List

- Casas, L. (2004). "Mujeres y reproducción. ¿Del control a la autonomía?" *Informe de investigación*. 18.6.
- Dides, C. (2003). *Derechos sexuales y reproductivos: en la esfera pública y el mundo común*. Santiago: Universidad de Chile.
- Gómez, E. (2003). "Equidad, género y salud: la visión desde la organización panamericana de la salud." *Género y política en Salud*.
- Lagarde y de los Ríos, M. (2001). "La condición de la mujer." *Los cautiverios de las mujeres: madres esposas, monjas, putas, presas y locas*. Ciudad de México: UNAM
- Silva, U. (2004). "Sexualidad y Medios de comunicación: los relatos públicos de la intimidad." En: Valdés, T, Guajardo, G. (comp.) *Hacia una agenda sobre sexualidad y derechos humanos en Chile*. Santiago: Flora Tristán.

SPAN 418 Hispanic Women's Writing

This course will comprise a comparative and contrastive study of women's writing from the Hispanic tradition. It will also study the aesthetic and ideological spheres women's writing open up, with a focus on Feminist critical perspectives such as works by Carmen Laforet, Rosa Montero, Almudena Grandes, among others. Additionally students will learn to analyze the different dramatic and literary strategies used by these writers, and, at the same time, become more aware of their role as readers in the texts.

Reading List

- Carby, H. (2007). *Reconstructing womanhood: The emergence of the Afro-American woman novelist*. New York, NY: Oxford UP
- Castillo, D. (2002). *Talking back. Toward a Latin American feminist literary criticism*. Ithaca: Cornell U.
- Mohanty, R. (Ed.) (2001). *Third-World women and the politics of feminism*, Bloomington: Indiana U.P.
- Silva, U. (2004). "Sexualidad y Medios de comunicación: los relatos públicos de la intimidad." En: Valdés, T, Guajardo, G. (comp.) *Hacia una agenda sobre sexualidad y derechos humanos en Chile*. Santiago: Flora Tristán.
- Suleri, S. (1992). "Woman Skin Deep: Feminism and the Postcolonial Condition." *Critical Inquiry* 18(4):756-69.

SPAN 419 Hispanic Cinema

This course explores popular Spanish and Latin American Cinema which traces links between themes and national identities. Films will be studied within the framework of critical theory and interpretation.

Reading List (Select)

- Colmeiro, J. (Ed.) (1995). *Spain today: Essays on literature, culture, society*. Hanover: Dartmouth College
- Donapetry, M. (2008). *La otra mirada: La mujer y el cine en la cultura española*. New Orleans: University Press of the South.
- Jordan, B. (Ed.) (2000). *Contemporary Spanish cultural studies*. London: Arnold.
- Kinder, M. (Ed.) (2007). *Refiguring Spain*. Durham: Duke University Press.
- Jenaro, T. (Ed) (2008). *Modes of representation in Spanish cinema*. Minneapolis: University of Minnesota Press.
- Rix, R. (2009). *Spanish cinema: Calling the shots*. Leeds: University of Leeds Press.

SPAN 420 Study Abroad

This is a two-semester six-credit course in Spanish language, literature and culture to be undertaken in a university in any Spanish-speaking country. This will ordinarily be undertaken after Level 300.

SPAN 421 Hispanic Literature of Exile and Emigration

This course provides an overview of the literature written by Spanish, Latin America and Equatorial Guinea authors who faced the exile and emigration in order to explore how these authors find and invent themselves in their fictions and autobiographical works. Particular attention will be given to literary aesthetics and the images of migration created by these authors. The course also focus on how these writers experiment with the possibilities of the image in order to address changing constructions of immigration, language, exile, and identity.

Reading List

- Aub, M. (2002). *Hablo como hombre*. Segorbe: Biblioteca Max Aub.
- Carnés, L. (2002). *El eslabón perdido*. Sevilla: Biblioteca del Exilio.
- Caudet, F. (2002). *El parto de la modernidad. La novela española de los siglos XIX-XX*. Madrid: Ediciones de la Torre.
- Faber, S. (2002). *Exile and cultural hegemony. Spanish intellectuals in Mexico, 1838-1975*. Nashville: Vanderbilt University Press.
- Haro Tecglen, E. (2003): "Cambia la pequeña historia", *El País*, 4 de febrero.
- Ugarte, M. (2012). *Africanos en Europa. La cultura del exilio y la emigración de Guinea Ecuatorial a España*. New York: Ndowe International Press

SPAN 422 Spain in the World Today

This course will introduce students to the changing trends of relationship between Spain and its European neighbours and the world at large. It will focus on the political ideologies of Spain today and its external policies. It will also examine Spain's policies on migration. Additionally it will also treat topics such as the autonomous regions (Catalonia, Basque Region, and Galicia), homosexuality, gender issues and the youth; Towards a new Spain (agricultural, industrial and external trade problems). It is designed to introduce first hand information about topical contemporary issues in Spain.

Reading List

- Caston, A. R. (2004). *Gente 3: Libro del profesor: nueva edición: curso comunicativa basado en el enfoque por tareas*. Barcelona: Difusión.
- Gaya, S. P. (2004). *Curso superior de sintaxis española*. Barcelona: Indugraf.
- Lamprey, V. A. O. (2005). *Composite course in Spanish grammar, translation and stylistics*. Accra: Unimax Macmillan Ltd.
- Lang, P. (1992). *Testimonio hispanoamericano: historia, teoría, poética*. New York, NY: Istmo.
- Levinson, S. C. (2004). *Significados presumibles*. Madrid: Gredos.
- Wentzlaff-Eggebert, H. (1999). *Las vanguardias literarias en España: bibliografía y antología crítica*. Madrid: Vervuert: Iberoamericana.

SPAN 423 Sociolinguistics

In this course, students are introduced to theoretical and methodological concepts of sociolinguistic research (types of linguistic variation, types of variables, the sociolinguistic variable, sampling, types of instruments for the collection of data, types of corpora, etc.), to microsociolinguistic analysis (hypercorrection, markers and indicators, types of linguistic changes, etc.), and to the sociolinguistic variation of Spanish features (phonological, morphosyntactic, discursive).

Reading List

- Bourdieu, P. (2001). *Contrafuegos 2. Por un movimiento social europeo*. Barcelona: Anagrama.
- Burke, P. (1996). *Hablar y callar. Funciones sociales del lenguaje a través de la historia*. Barcelona: Gedisa S.A.
- Hudson, R. A. (1981). *La sociolingüística*. Barcelona: Anagrama.

Raiter, A. J. (2006). *La caja de pandora. La representación del mundo en los medios*. Buenos Aires: La crujía.
Vieiro Iglesias, P. & y Veiga Gómez, I. (2004). *Psicología de la lectura*. Madrid: Pearson.
Wodak, R. & Meyer, M. (2003). *Métodos de análisis crítico del discurso*. Barcelona: Gedisa.

SPAN 424 Stylistics and Text Commentary

In this course students will be taught the meaning of stylistics and the diverse theories on style and expressivity. They will also study guidelines to text commentary and stylistic analysis and put this to practical use through exercises and seminars.

Reading List (Select)

Caston Alonso, R. (2004). *Gente 3: Libro del profesor: nueva edición: curso comunicativa basado en el enfoque por tareas*. Barcelona: Difusión.
Gaya, S. P. (2004). *Curso superior de sintaxis española*. Barcelona: Indugraf.
Lamprey, V. A. O. (2005). *Composite course in Spanish grammar, translation and stylistics*. Accra: Unimax Macmillan Ltd.
Martin, P. E. (2004). *Gente 1: Libro del alumno: nueva edición: curso comunicativa basado en el enfoque por tareas*. Barcelona: Difusión.

SPAN 425 Spanish Pragmatics

This course examines the use of the Spanish language. It analyses Spanish pragmatics as an interdisciplinary perspective that addresses users' choices between different possibilities of Spanish language with different meanings in different cultural contexts. Based on readings, discussions and practice, the student will have the opportunity to explore, discover, and investigate for himself the use of the Spanish language. (Falta la bibliografía)

Reading List

Blakemore, D. (2002). *Relevance and linguistic meaning: The semantics and pragmatics of discourse markers*. Cambridge, Cambridge University Press.
Bravo, D. (Ed.) (2005). *Estudios de la (des)cortesía en español. Categorías conceptuales y aplicaciones a corpora orales y escritos*, Estocolmo/Buenos Aires: Editorial Dunken.
Bravo, D. & Briz, A. (2004). *Pragmática sociocultural. Estudios del discurso de cortesía en español*, Barcelona, Ariel.
Escandell, M. V. (2006). *Introducción a la pragmática*, Barcelona, Ariel Lingüística.
Gutiérrez Ordóñez, S. (2000a). *Comentario pragmático de textos de desecho*, Madrid, Arco/Libros.
Gutiérrez Ordóñez, S. (2000b). *Comentario pragmático de textos literarios*, Madrid, Arco/Libros.

SPAN 426 Spanish Language Today

This course is designed to provide students the opportunity to address some of the topical issues in Spanish language study today. It is essentially a practical course that intends to strengthen students' confidence in current Spanish usage, make them aware of possible options for usage, and of the consequences of alternative choices and new "Spanishes".

Reading List

Bericat, E. (Ed.) (2003). *El conflicto cultural en España: acuerdos y desacuerdos entre los españoles*. Madrid: CIS.
Penny, R. (2002). *A History of the Spanish Language, 2nd ed.* New York: Cambridge University Press.
Stewart, M. (1999). *The Spanish language today*. New York: Routledge.
Levinson, S. C. (2004). *Significados presumibles*. Madrid: Gredos.

SPAN 427 Teaching Spanish as a Foreign Language I

This course is designed to introduce and equip students with the techniques and skills that will enable to them teach Spanish as a foreign language. Students will be taken through theories of language learning and teaching with emphasis on current methods on foreign language pedagogy.

Reading List

- Doughty C. (Ed.) (2003). *The handbook of second language acquisition*. Malden, MA: Blackwell.
- Franceschina, F. (2005). *Fossilized second language grammars: The acquisition of grammatical gender*. Amsterdam: Benjamins.
- Long, M. (2007). *Problems in SLA*. Mahwah, NJ: Erlbaum.
- Marsh, D. & Langé, G. (Eds.) (2000). *Using language to learn and learning to use languages*. Jyväskylä: Universidad de Jyväskylä.
- Muñoz, C. (Ed.) (2000). *Segundas lenguas. Adquisición en el aula*. Barcelona: Ariel.

SPAN 428 Teaching Spanish as a Foreign Language II

This is a continuation course for students who have previously taken Spanish as a Foreign Language I. It will cover in more detail the theoretical elements that were seen in the first part. Additionally, there will be a practicum component through which students will gain practical experience in the teaching of Spanish as a Foreign Language.

Reading List

- Doughty, C. (Ed.) (2003). *The handbook of second language acquisition*. Malden, MA: Blackwell.
- Franceschina, F. (2005). *Fossilized second language grammars: The acquisition of grammatical gender*. Amsterdam: Benjamins.
- Long, M. (2007). *Problems in SLA*. Mahwah, NJ: Erlbaum.
- Marsh, D. & Langé G. (Eds.) (2000). *Using language to learn and learning to use languages*. Jyväskylä: Universidad de Jyväskylä.
- Muñoz, C. (Ed.) (2000). *Segundas lenguas. Adquisición en el aula*. Barcelona: Ariel.
- Pérez-Leroux, A. T. (Ed.) (2003). *The acquisition of Spanish morphosyntax: The L1/L2 connection*. Dordrecht: Kluwer.

SPAN 431 Spanish for the Professions

Among the areas that will be developed in this course are the terminology, expressions, language skills, cultural awareness and sensitivity that will enable students to understand and communicate effectively within various professional fields. While the focus will be on acquiring and using templates/set scripts on areas such as healthcare, legal, tourism, and commercial fields, attention will be given to grammar should the need arise.

Reading List (Select)

- Cahill, D., and de los Ríos, S. (2002). *Vistas comerciales y culturales*. Boston: Thomson Heinle,
- Doyle, M. S., Cere, R. C. & Fryer, T. B. (2001). *Exito comercial: prácticas administrativas y contextos culturales*. 3rd ed. Boston: Thomson Heinle,
- Harvey, W. C. (2000). *Spanish for health care professionals*. 2nd ed. Hauppauge, NY: Barron's Educational Series.
- Houston, P. and P. Rush. (2003a). *Spanish for business*. Upper Saddle River, NJ: Prentice.
- Houston, P. and P. Rush. *Spanish for health care*. (2003b). Upper Saddle River, NJ: Prentice,
- Houston, P. and P. Rush. *Spanish for law enforcement*. (2003c). Upper Saddle River, NJ: Prentice.
- Houston, P. and P. Rush. *Spanish for school personnel*. (2003d). Upper Saddle River, NJ: Prentice,
- Jarvis, A. C., & Lebrede, L. (2000). *Spanish for Social Services*. 6th ed. Boston: Houghton.

SPAN 432 Advanced Writing Skills

The course will develop advanced language skills in the comprehension and production of written Spanish while furthering students' intercultural competence. It will guide students to attain a high level of communication skills in written Spanish in terms of accuracy and appropriateness of language use. Skills in precision and creativity in the use of written language for effective communication will be taught and assessed.

Reading List (Select)

- Ferré, R. (2006). *Maldito amor*. México: Fondo de Cultura Económica.
- Goethals, P. (2010). *Manual de expresión escrita en español*. Ghent: Academia Press.

- Muñoz-Basols, J. (2011). *Developing Writing Skills in Spanish*. London: Routledge.
- Savaiano, E. (2007). *Spanish Idioms*. New York: Barron's Foreign Language Guides.
- Stanley, W. & González, L. (2007). *Gramática para la composición*: Washington D.C.: Georgetown University Press.