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# Colloquial Spanish

**COURSE DESIGNATOR** TLDO 3706

**Language of Instruction** Spanish

**NUMBER OF CREDITS** 3

**Contact Hours** 45 hours

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## COURDESCRIPTION

The goal of this course is for the students who are not native Spanish speakers, but do have a good understanding of the structures of standard Spanish, to come to an understanding of colloquial language and begin to master it. It is easily apparent to most that the language code which we use when conversing is not the same as that which we employ when writing, an act of communication much more reflective and carefully formatted, and so considered the base of 'normative language.' Nevertheless, as we will see throughout the course, colloquial language has its own grammar and its own norm. Throughout this course, students will discover how Spanish speakers communicate with their friends, family, or complete strangers in the various situations in which they find themselves each day.

## INSTRUCTOR

TBD

## COURSE OBJECTIVES

- For students to gain knowledge of the characteristics of colloquial language and how they are concretely manifested in the Spanish language
- For students to reflect on the basic mechanisms of colloquial language and the different factors which impact them
- For students to learn and understand the most common structures of colloquial Spanish
- For students to acquire a general panorama of the distinct social and geographic varieties of colloquial Spanish (although we will be studying the variety of colloquial Spanish that is spoken in Spain, more specifically in the central zone where the students will be studying, other varieties such as southern Spanish and Latin American Spanish will serve, in many cases, as a point of reference and comparison)

## METHODOLOGY

In the first several classes, the professor will present the theoretical basics needed to understand the different aspects of colloquial Spanish that will be studied. After that, the course will be primary practical and will include the following activities:

- Oral exercises related to the structures of colloquial Spanish
- Oral and written commentary of written colloquial texts
- Exercises related to the collection of recorded conversations, songs, and movie fragments that will be used in class

- Oral exercises involving the repetition of dialogue with the primary objective of practicing intonation

**PREREQUISITES**

Spanish 1004

**REQUIRED READING/MATERIALS**

Beinhauer, Werner (1968): El español coloquial, Madrid, Gredos.  
 Briz, Antonio (1996): El español coloquial: situación y uso, Madrid, Arco/Libros, S.L.  
 Cascón, Eugenio (1995): Español coloquial. Rasgos, formas y fraseología de la lengua diaria, Madrid, Edinumen.  
 Coronado, Mª Luisa (1994): Curso superior de español para extranjeros. Lengua y civilización.A fondo, Madrid, SGEL.  
 Kotschi, Thomas y otros (eds.) (1996): El español hablado y la cultura oral en España e Hispanoamérica, Madrid, Iberoamericana.  
 Miranda, José A. (1992): Usos coloquiales del español, Salamanca, Publicaciones del Colegio de España.  
 Vígara Tauste, Ana Mª (1980): Aspectos del español hablado, Madrid, S.G.E.L.  
 (1992): Morfosintaxis del español coloquial, Madrid, Gredos.

**GRADING**

- The general activity of each student and his or her participation in class will be taken into account in the final grade, in addition to the assigned work and exams.
- More than two unexcused absences will cause the student to lose the percentage of the grade allotted for participation and attendance.

**CRITERIA FOR GRADING AND GRADING STANDARDS**

Summary of how grades are weighted:

Grading Rubric		
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	

F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.
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Weekly Assignments	25%
Midterm Exam	25%
Final Exam	25%
Participation and Attendance	25%
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Overall grade	100%

### CLASS SCHEDULE AND DESCRIPTION

WEEK 1	
LESSON 1 & 2	Introduction to the course; syllabus
	What is colloquial language?

WEEK 2	
LESSON 3 & 4	Geographic varieties
	Geographic varieties

WEEK 3	
LESSON 5 & 6	Phonetics of Colloquial Spanish
	Body Language: Gestures

WEEK 4	
LESSON 7 & 8	Pet phrases, fillers, and discourse markers

	Expressing emotion: interjections
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**WEEK 5**

LESSON 9 & 10	Expressing emotion: interjections
	Politeness

**WEEK 6**

LESSON 11 & 12	Review for Midterm
	Midterm

**WEEK 7**

LESSON 13 & 14	Colloquial Syntax
	Affirmation and Negation

**WEEK 8**

LESSON 15 & 16	Interrogative Enunciations
	Interrogative Enunciations

**WEEK 9**

LESSON 17 & 18	Interrogative Enunciations
	Exclamative Enunciations

**WEEK 10**

LESSON 19 & 20	Exclamative Enunciations
	Exclamative Enunciations

**WEEK 11**

LESSON 21 & 22	Mitigation
	Morphology of Colloquial Spanish

**WEEK 12**

LESSON 23 & 24	Morphology of Colloquial Spanish
	Morphology of Colloquial Spanish

**WEEK 13**

LESSON 25 & 26	Review for final exam
	Final exam

**ATTENDANCE POLICY**

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. The assigned readings relate to topics that will be discussed in the week to follow and can be found in your course reader. This allows you to prepare for class discussions in advance. If you should like to investigate any given week's topics further please refer to the recommended readings listed.

If you need to miss class for medical reasons, please let the Director of Academic Affairs know in advance of meetings so plans can be made accordingly. If you miss any meetings without an excused absence from the Director, your final grade will be dropped accordingly. In the case of absences, it is the student's responsibility to find out what information was given in class including any announcements made.

## UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### SCHOLASTIC DISHONESTY:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### STUDENT CONDUCT

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.