



CIEE in Seville, Spain

Course name:	Intensive Pre-Intermediate Spanish I
Course number:	SPAN 2503 IBCP
Programs offering course:	International Business and Culture
Language of instruction:	Spanish
U.S. Semester Credits:	3 semester hours/ 4.5 quarter hours
Contact Hours:	45
Term:	Fall 2018

Course Description

This is an intermediate intensive Spanish language course that takes place immediately after the arrival of the students at the CIEE Study Center in Seville. The course is two weeks in length, with class three hours a day, Monday through Friday.

The CIEE Study Center in Seville strongly believes in the participatory and creative ability of the student in the learning process of foreign languages. In this process, the student is the protagonist via his/her interaction in a real communication context. The integration of language skills will be the foundation of all practical work that takes place in the class. Spanish culture is integrated into the course as it plays a key role in the Spanish language. Pragmatic and socio-cultural aspects of the Spanish language will also be stressed so as to facilitate correct and appropriate interaction with native speakers of Spanish. Focusing on the aforementioned aspects will help to make the students' stay in Spain more successful, reflected in a more rapid integration into the Spanish culture and consequently more opportunity to learn and acquire the Spanish language.

Learning Objectives

The main course objective for the intermediate language student is that he or she is able to understand and recognize the various forms and structures of the Spanish language, the ability to relate them to their corresponding communicative functions, and use them correctly (pragmatically and socially) when speaking and writing. Students should be able to understand the main points of texts dealing with familiar topics such as the family, leisure activities, studies, be able to function in the majority of communicative situations that may arise during their stay in Spain, be able to produce coherent texts, describe experiences and events, desires, feelings and aspirations as well as to justify opinions and explain one's plans.

Course Prerequisites

This course is intended for students who have studied three to four semesters of Spanish at the university level or equivalent Spanish knowledge.

Students need to have a GPA of at least 2.9.

Students' result on the Online Language Placement Test will determine their participation in this or other Intensive Session Language course.

Methods of Instruction

In each didactic unit, students will work with texts concerning real and habitual communicative situations that take place in Spanish society, studying and practicing their pragmatic, communicative, functional, lexical and grammatical content. Students will develop communicative habits through oral activities in which they may express their own identity and have the opportunity to act out a variety of communicative contexts in Spanish, converting knowledge from passive to active. Grammatical aspects will be addressed by means of practical material focusing on



morpho-syntactic and lexical-semantic aspects within a communicative, functional, pragmatic and socio-cultural context. Students will be required to write papers in Spanish, motivated by their personal learning process and linked to Spanish grammar and linguistic knowledge learned in class.

Students will study and practice specific linguistic structures of the Spanish language (morphological, semantic, lexical) as well as the pragmatic and socio-cultural norms utilized in various Spanish-speaking situations. Students will carry out activities that will help them to interact correctly in communicative situations so as to allow the students to establish their first social contact in Spanish (working with the elements that typically cause American students difficulties). Additionally, the students will participate in out-of-class activities in which the students will practice grammar, lexical, communicative, pragmatic and socio-cultural contents studied in class in a real communicative context.

Assessment and Final Grade

CIEE classes are not graded on a curve nor is there extra credit work. The final grade will be based upon the following criteria:

1. Participation	15%
2. Essays/presentations, daily homework	20%
3. Exam 1	25%
4. Exam 2	30%
5. Oral Exam	10%

Note: Given the format of the course, the assumption is that the student will dedicate a minimum of 2 hours/day to out of class work.

COURSE REQUIREMENTS

Participation and Homework

Attendance, interest, active participation in resonance with the subject and class material, completion of assigned homework, and preparation of assigned class work will be of the utmost importance.

Essays

Students will be responsible for 3 written essays, which are to be completed individually (without the assistance of others), and of which will be connected to the 3 out-of-class activities. Essays should reflect the proper use of content studied in class, as well as incorporating the sociocultural knowledge gained as a result of carrying out the activities. The professor will utilize a grading rubric, which can be found on the class website, students will have access to the rubric on the first day of class.

- Composition 1: day 3
- Composition 2: day 6
- Composition 3: day 8

Oral Exam

In pairs, students should explore the city for 45-60 minutes. During this time, students should take photos of things that call their attention (minimum of 5 photos); students should interact with



locals to obtain more information regarding the object, behavior, etc. depicted in the photos. Afterwards, the students should label the photo as “obvious” or “curious”, review them and select the 4 photos that are the most curious, from their perspective.

Finally, with a partner, students will present the 4 photos using a digital format (Power Point, Prezi or other), explaining the reason for labeling the photo curious, their reaction when discovering the object, the explanations that locals around them provided regarding the photo or other cultural information pertaining to the photo.

The presentation will be graded using a rubric.

- Oral presentation: day 4

Exams

The first and second exam will have the same structure. The exams will consist of three parts: 1). grammar and lexicon, with activities similar to those seen in class; 2). A question related to class presentations or out of class activities and 3). written essay.

Exam 1 will take place of the 5 days of class and will last 1.5 hours. There will be a review of material before the taking of the exams, and will go over doubts or questions that students have. The second exam will take place on the last day of the course, and will be cumulative, all the topics covered during the course will be included in the second exam.

Attendance and Class Participation

Students are not allowed to miss class for unjustified reasons. For each unexcused absence, the participation portion of the grade will be lowered. Hence, it will be very difficult to receive a 100 in the class. Please keep this in mind. If a student misses class once without a valid excuse (a note from a physician in the event of an illness), then the professor will automatically lower the final grade by 10 points (on a 100-point scale) for each class missed thereafter. Students with 3 or more absences will fail the course.

Students should arrive to class on-time. Arriving more than 15 minutes late for a class will count as an unexcused absence. Please note that an excused absence is one that is accompanied by a doctor’s note: signed stamped and dated. Travelling and/or travel delays are not considered valid reasons for missing class.

* Notes from a physician will only be valid and admitted by the Program Manager if the doctor confirms that the visit could not have been arranged at another time, or that the student was too ill to attend class that day.

Academic Honesty

Students are expected to act in accordance with their university and CIEE’s standards of conduct concerning plagiarism and academic dishonesty. Use of online translators for work in Spanish will result in an automatic failure.

WEEKLY SCHEDULE

Day 1

Linguistic Competence

Review regular and irregular present indicative verb tenses.

Asymmetric constructions with verbs like *gustar*, *encantar*, *dar miedo*, etc



Review of general grammar areas

Pragmatic and socio-cultural Competence

Personal Information

Linguistic Information

Greetings and exits. Introducing one another

Day 2

Linguistic Competence

Ser y estar

Estar + gerund

Demonstratives

Introduction to the preterite perfect: forms and uses

Out of Class activity 1

Pragmatic and socio-cultural Competence

Describe, identity, define

Discuss actions that develop in the present

Relate past experiences

Day 3

Linguistic Competence

Introduction to indefinite preterite: forms and uses

Contrast preterite perfect and indefinite preterite

Hand in Composition 1

Pragmatic and socio-cultural Competence

Speak about past experiences. Evaluate using past tense. Speak about habits, customs and past circumstances. Situate actions in the past and present. Narrate the past.

Day 4

Linguistic Competence

Introduction to the imperfect preterite: forms and uses

Contrast of preterites.

Oral exam

Pragmatic and socio-cultural Competence

Narrations in the past. Describing places, emotions, feelings, etc.

Day 5

Exam 1

Day 6

Linguistic Competence

Introduction to the imperative: forms and uses of the affirmative and negative imperative.

Personal pronouns, indirect and direct-object pronouns

Hand-in Composition 2

Pragmatic and socio-cultural Competence

Express requests and orders, give advice.

Day 7

Linguistic Competence

Introduction to subjunctive: present subjunctive. (No) Espero/quiero + infinitive/que + present subjunctive

(No) me gusta/molesta + infinitive/que + present subjunctive

Pragmatic and socio-cultural Competence



Express desires. Express feelings. Express likes and preferences. Evaluate situations and facts.

Day	8	Linguistic Competence Por and Para “False friends” Prepositional verbs Pragmatic and socio-cultural Competence Inferences between English and Spanish
Day	9	Linguistic Competence Review Oral Exam
Day	10	Second Exam

Out of Class Activities and Oral Presentation

ACTIVITY 1: SPANISH YOUTH-ESSAY 1

Procedure: In pairs, create a short interview script (approximately 5 questions) to learn more about the likes and interests of Spanish university students, as well as their opinions about the Spanish university education system.

*you must submit “proof” of your encounter with the Spanish students...name, age, email or “selfie”

Duration: 1.5 hours + presentation preparation (3 hours)

Assignment: Students will be required to present the conclusions of the interviews via a written essay, 350-400 words.

Estimated time to complete the written assignment: 1 hour and 30 minutes.

Due Date: Day 3

ACTIVITY 2: VISIT TO SEVILLE’S FINE ARTS MUSEUM

Procedure: Students will visit the Fine Arts Museum with the professor

Written assignment: After the visit, students will write a 350-400 word composition, including their reflections of the visit, descriptions of the works they enjoyed most, what called their attention, etc.

Duration: 1hr,40 min + composition (4 hours)

Hand in: Day 6

ACTIVITY 3: U.S. AND SPAIN STEREOTYPES

Procedure: Individually, have conversations with several Spaniards (Spanish host, friends, individuals you meet out...) and ask them their opinions of the U.S., stereotypes associated with American culture, etc. The results will be shared in class on day 8.

Duration: 3 hours (preparation + composition)

Assignment: Students will write a 350-400 word composition explaining the results of the interactions and provide an analysis of the relationship between the stereotypes of both cultures: How do Spaniards view Americans? And how do Americans view Spaniards? Is there truth to any of the stereotypes?

Due date: Day 8



Note: All out-of-class activities are required

Course Materials

Readings

- ☒ CIEE Study Center in Seville. *Habilidades que tengo...Ejercicios de gramática para estudiantes de E.L.E.* (obligatory text)
- ☒ VV. AA.: *Gramática básica del estudiante de español*. Difusión. Barcelona, 2005.
- ☒ *Aula 2: curso de español*, editorial Difusión, Barcelona, 2005
- ☒ *Aula 3: curso de español*, editorial Difusión, Barcelona, 2005
- ☒ *Aula 4: curso de español*, editorial Difusión, Barcelona, 2005
- ☒ *Moreno, Concha. Temas de Gramática nivel superior, SGEL, 2006.*
- ☒ *Castro, Francisca. Uso de la Gramática Española nivel intermedio, Edelsa, 2003.*
- ☒ *Guía para desenvolverse en Sevilla, PDF, Rocío Martínez, 2013.*

Webgrafía:

www.rae.es (Diccionario de la Real Academia española)
<http://www.wordreference.com/>
www.zonaele.es Práctico sitio sobre gramática española

Periódicos online

www.elpais.com
www.elmundo.es
www.abc.es
www.eldiario.es
www.publico.es