



CIEE Barcelona, Spain

Course name:	Advanced Spanish
Course number:	SPAN 3001 BASP
Programs offering course:	Barcelona Business and Culture, Barcelona Economics and Culture, Barcelona Global Architecture and Design
Language of instruction:	Spanish
Semester Credits:	3
Contact Hours:	45
Term:	Fall 2019

Course Description

This is an Advanced Spanish language course corresponding to levels B1-B2 of the Common European Framework of Reference for Languages (CEFR) and Advanced Mid of the American Council on the Teaching of Foreign Languages (ACTFL). Its aim is to help independent users of the language become proficient users.

Learning Objectives

The goal of the course is the development of writing and speaking abilities in Spanish in an advanced level. In particular, by the end of the course the student is expected to reach the following goals:

- **Listening:** be able to understand the main points of extended speech and lectures and follow the main lines of argument provided the topic, that is reasonably familiar: most TV news and current affairs programs, and films in standard dialect.
- **Reading:** be able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places and things and narrations about past, present and future events.
- **Spoken interaction:** be able to interact with a degree of fluency about some topics that make regular interaction with native speakers quite possible and take an active part in discussion in familiar contexts.
- **Spoken production:** be able to present descriptions on a wide range of subjects related to a particular field of interest, and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- **Writing:** be able to write clear, detailed text on a wide range of subjects related to the student interests, an essay or report, passing on information or giving reasons in support of or against a particular point of view, and letters highlighting the personal significance of events and experiences.

Course Prerequisites

Online placement test and onsite placement test



Methods of Instruction

The course follows a communicative approach and cover all five language activities: spoken interaction, spoken production, writing, reading and listening, with an emphasis on developing oral and written interaction. In addition to regular classes, the course includes fieldtrips and language exchange activities to help students develop their intercultural competence. Attendance to fieldtrips is mandatory, but language exchange activities are optional (participation in this activity will increase the participation grade up to 1 point out of 10).

Fieldtrips

Every Spanish course includes at least one field-trip that offers insights into different aspects of Spanish and Catalan culture. Fieldtrips attempt to cover three dimensions of culture: (i) the organization of the city (streets, buildings, neighborhoods, monuments, etc.), (ii) everyday life (bars, restaurants, local markets, etc.) and (iii) official culture (history, arts, politics, etc.). The information gathered during the fieldtrip plus readings previously distributed in class may be used as a basis for a graded task.

Language exchange

Language exchange activities take part in a popular bar close to our study center, where a group of CIEE students and local students meet for spending a two hours relaxed time. The language exchange activity will be part of the participation grade.

Assessment and Final Grade

The final grade will be an average of the following methods of assessment:

1. Midterm exam: 20%
2. Final exam: 30%
3. Oral tasks: 20%
4. Written tasks: 20%
5. Class participation: 10%

Course Requirements

Exams (mid-term and final)

The mid-term and final exams are cumulative; meaning that they include all material studied up to that point. Each exam will likely contain the following components: a) Grammar and Vocabulary (20%), b) Reading comprehension (15%), c) Writing (15%), d) Listening comprehension (20%) and e) Speaking production and interaction (30%).

Oral tasks

Oral interview: This is an individual, out-of-class assessment. Students will choose a native Spanish speaker and will prepare an interview that they will record and send to the instructor. The



assessment will consider linguistic competence (grammar, vocabulary, pronunciation) but also communicative competence (fluency, interaction) and style.

Oral presentation: On designated dates during the semester the student will have to present a topic related to a specific theme that will be assigned to him/her by the instructor. Each presentation should last up to 10 minutes. Students will be asked to supplement their presentations with PowerPoint. Each presentation will be followed by a short question and answer session.

Written tasks

Students will have two composition themes/genres. Compositions will be written on topics related to course materials. The final written part grade will be the average of the two marks.

Written tasks will be graded on the following four parameters: (i) content, (ii) adequacy, (iii) coherence and cohesion, and (iv) grammar and vocabulary. Instructors will return the task to the student indicating, where possible, linguistic errors, which must be revised and turned in again to be reviewed. The first version will not contain a grade; the second version will be graded. Both versions are mandatory in order to obtain a final grade. Late assignments will be marked down 5 points (out of 100 in the US grade scale) after each day, regardless the reason.

CIEE Barcelona attendance policy

Students are expected to attend all scheduled class sessions on time and be prepared for the day's class activities. CIEE does not distinguish between justified or unjustified absences, whether due to sickness, personal emergency, inevitable transportation delay and/or other impediments. You are considered responsible of managing your own absences. Please keep in mind that exams, paper submission dates, presentations and any other course work deadlines cannot be changed.

No academic penalty will be applied if students miss up to 3 class sessions. If students miss up to 6 class sessions, students' final course grade will drop 5 points out of 100 on the CIEE grade scale for each additional absence beyond 3 (for example a 95 will become a 90 if they reach the 4th absence, and an 85 if they reach the 5th absence). Students will automatically fail the course if they miss more than 20% of total class hours (i.e. if they exceed 6 absences).

For students who miss up to 20% of the total course hours due to extenuating circumstances, the Academic Director may allow for exceptions to the local attendance policy based on documentation such as proof of bereavement, religious observances, hospitalization etc.

Students arriving more than 10 minutes late to the class will be considered absent for a day.

Class participation

The grade for the class participation part takes into account the following criteria includes: active and effective volunteering and oral participation in class, homework activities, Canvas forum, Canvas quizzes and other possible Canvas activities.

Extra credit

In order to increase your final grade 5 points (out of 100 on the US grade scale), you have to read a



Spanish book and make a series of exercises about it. The book will be assigned by your Spanish professor according to your language level. A brief biography of Che Guevara (Cabrera, D, 2011) or a brief biography of Frida Kahlo (Moreno, A, 2011). The deadline for submitting the activities will be a week before the last day of class. No late work and handwritten activities will be accepted. If you miss more than 3 classes, access to extra credit is not a possibility.

Weekly Schedule

Week 1

1.1 **Course introduction: Living in Barcelona: everyday interactions (I)**
Written and oral level test

1.2 **Course introduction: Living in Barcelona: everyday interactions (II)**
Introduction to class: syllabus and course content.
Surviving in Barcelona: Politeness: greetings, requests and permission.
Lexical resources: travelling: directions, public transports and services.
Transactions: shops, markets and restaurants.
Course materials: booklet of activities provided in class

Week 2

2.1 **Introduction. Relating anecdotes in the past (I)**
Revision of different communicative resources: relating anecdotes in the past and reacting when hearing an anecdote; expressing cause and consequence.
Revision of different grammatical resources: past perfect; all past tenses
Combined, connectors (*que, de modo que, etc.*).
Lexical resources: trips and tourism.
Course materials: Corpas *et al.* (2015: 34-36; 120)

2.2 **Relating anecdotes in the past (II)**
Introduction to the course (syllabus and course content).
Revision of different communicative resources: relating anecdotes in the past and reacting when hearing an anecdote; expressing cause and consequence.
Revision of different grammatical resources: past perfect; all past tenses
Combined, connectors (*que, de modo que, etc.*).
Lexical resources: trips and tourism.
Course materials: Corpas *et al.* (2015: 37-39; 121-122)

Week 3

3.1 **Relating anecdotes in the past (III)**
Introduction to the course (syllabus and course content).
Revision of different communicative resources: relating anecdotes in the past and reacting when hearing an anecdote; expressing cause and consequence.
Revision of different grammatical resources: past perfect; all past tenses
Combined, connectors (*que, de modo que, etc.*).
Lexical resources: trips and tourism.

Course materials: Corpas *et al.* (2015: 40-42; 123-124)

3.2 **Relating anecdotes in the past (IV)**

Introduction to the course (syllabus and course content).

Revision of different communicative resources: relating anecdotes in the past and reacting when hearing an anecdote; expressing cause and consequence.

Revision of different grammatical resources: past perfect; all past tenses

Combined, connectors (*que, de modo que, etc.*).

Lexical resources: trips and tourism.

Course materials: Corpas *et al.* (2015: 43-45;125)

Week 4

4.1 **Expressing needs and demands and suggesting solutions (I)**

Communicative resources: expressing needs and demands; reporting social problems and suggesting solutions.

Grammatical resources: subjunctive with verbs related to needs, demands, wishes; subjunctive with temporal constructions.

Lexical resources: politics and society; education.

Course materials: Corpas *et al.* (2015: 22-25; 114-115)

Exchange activity Bar Coco Vail 19:30h

Instruction for written task 1

4.2 **Expressing needs and demands and suggesting solutions (II)**

Communicative resources: expressing needs and demands; reporting social problems and suggesting solutions.

Grammatical resources: subjunctive with verbs related to needs, demands, wishes; subjunctive with temporal constructions.

Lexical resources: politics and society; education.

Course materials: Corpas *et al.* (2015: 26-29; 116-117)

Week 5

5.1 **Expressing needs and demands and suggesting solutions (III)**

Communicative resources: expressing needs and demands; reporting social problems and suggesting solutions.

Grammatical resources: subjunctive with verbs related to needs, demands, wishes; subjunctive with temporal constructions.

Lexical resources: politics and society; education.

Course materials: Corpas *et al.* (2015: 30-33; 116-117)

Submission written task 1 version 1

5.2 **Expressing interests and feelings; expressing disagreement (I)**

Communicative resources: expressing interests and feelings; expressing disagreement.

Grammatical resources: subjunctive with verbs related to feelings.

Lexical resources: vocabulary related to feelings, interests and disagreement.

Course materials: Corpas *et al.* (2015: 46-49; 126-127)

Week 6

- 6.1 **Expressing interests and feelings; expressing disagreement (II)**
 Communicative resources: expressing interests and feelings; expressing disagreement.
 Grammatical resources: subjunctive with verbs related to feelings.
 Lexical resources: vocabulary related to feelings, interests and disagreement.
 Course materials: Corpas *et al.* (2015: 50-53; 128-129)
Submission written task 1 version 2
- 6.2 **Expressing interests and feelings; expressing disagreement (III)**
 Communicative resources: expressing interests and feelings; expressing disagreement.
 Grammatical resources: subjunctive with verbs related to feelings.
 Lexical resources: vocabulary related to feelings, interests and disagreement.
 Course materials: Corpas *et al.* (2015: 54-57; 128-129)
Instruction for oral task 1

Week 7

- 7.1 **Review for the midterm exam**
 Grammatical resources: Revision of past tenses combined, connectors, subjunctive with verbs related to needs, demands, wishes; subjunctive with temporal constructions. subjunctive with verbs related to feelings.
 Course materials: Canvas material. Mock exam.
Submission deadline for oral task 1
- 7.2 **Written midterm exam**

Week 8

- 8.1 **Oral midterm exam**
- 8.2 **Describing and giving opinion about objects (I)**
 Communicative resources: describing and giving opinion about objects. Grammatical resources: superlatives; indicative and subjunctive with relative sentences. Lexical resources: design
 Course materials: Corpas *et al.* (2015: 58-61; 132-133)

Week 9

- 9.1 **Describing and giving opinion about objects (II)**
 Communicative resources: describing and giving opinion about objects.
 Grammatical resources: superlatives; indicative and subjunctive with relative sentences.
 Lexical resources: design
 Course materials: Corpas *et al.* (2015: 62-65; 134-135)

- 9.2 **Describing and giving opinion about objects (III)**
 Communicative resources: describing and giving opinion about objects.
 Grammatical resources: superlatives; indicative and subjunctive with relative sentences.
 Lexical resources: design
 Course materials: *Corpas et al.* (2015: 66-69; 136-137)

Week 10

- 10.1 **Giving opinion about actions and behaviors (I)**
 Communicative resources: giving opinion about actions and behaviors.
 Grammatical resources: conditional; present and past subjunctive for expressing opinions.
 Lexical resources: environment and solidarity.
 Course materials: *Corpas et al.* (2015: 70-73; 138-139)

Instruction for written task 2

- 10.2 **Fieldtrip to the neighborhood of Gracia (Barcelona)**
 Communicative resources: giving opinion about actions and behaviors.
 Grammatical resources: conditional; present and past subjunctive for expressing opinions.
 Lexical resources: environment and solidarity.
 Course materials: Canvas material to prepare fieldtrip.

Video project from the fieldtrip

Week 11

- 11.1 **Giving opinion about actions and behaviors (II)**
 Communicative resources: giving opinion about actions and behaviors.
 Grammatical resources: conditional; present and past subjunctive for expressing opinions.
 Lexical resources: environment and solidarity.
 Course materials: *Corpas et al.* (2015: 74-77; 140-141)

- 11.2 **Hypothesis for imaginary situations (I)**
 Communicative resources: expressing hypothesis for imaginary situations.
 Express opinions and wishes, express lack of knowledge
 Grammatical resources: Conditional uses; subjunctive imperfect and conditional for expressing hypothesis.
 Lexical resources: traditions, verbs expressing feelings: to disgust, to panic, to be ashamed of, etc.
 Course materials: *Corpas et al.* (2007: 36-39; 104-105)

Submission written task 2 version 1

Week 12

- 12.1 **Hypothesis for imaginary situations (II)**

Communicative resources: expressing hypothesis for imaginary situations.
Express opinions and wishes, express lack of knowledge
Grammatical resources: Conditional uses; subjunctive imperfect and conditional for expressing hypothesis.
Lexical resources: traditions, verbs expressing feelings: to disgust, to panic, to be ashamed of, etc.
Course materials: Corpas *et al.* (2007: 40-43; 106-107)

12.2 **Hypothesis for imaginary situations (III)**

Communicative resources: expressing hypothesis for imaginary situations.
Express opinions and wishes, express lack of knowledge
Grammatical resources: Conditional uses; subjunctive imperfect and conditional for expressing hypothesis.
Lexical resources: traditions, verbs expressing feelings: to disgust, to panic, to be ashamed of, etc.
Course materials: Corpas *et al.* (2007: 44-49; 108-109)

Submission written task 2 version 2

Week 13

13.1 **Expressing levels of certainty and make hypothesis (I)**

Communicative resources: expressing hypothesis and certainty/uncertainty.
Grammatical resources: special uses of the *conditional* and the future tense; indicative and subjunctive (present and past) for expressing different levels of certainty.
Lexical resources: psychology, beliefs and science.
Course materials: Corpas *et al.* (2015: 82-85; 144-145)

13.2 **Expressing levels of certainty and make hypothesis (II)**

Communicative resources: expressing hypothesis and certainty/uncertainty.
Grammatical resources: special uses of the *conditional* and the future tense; indicative and subjunctive (present and past) for expressing different levels of certainty.
Lexical resources: psychology, beliefs and science.
Course materials: Corpas *et al.* (2015: 86-89; 146-147)

Instructions for oral task 2

Week 14

14.1 **Expressing levels of certainty and make hypothesis (III)**

Communicative resources: expressing hypothesis and certainty/uncertainty.
Grammatical resources: special uses of the *conditional* and the future tense; indicative and subjunctive (present and past) for expressing different levels of certainty.
Lexical resources: psychology, beliefs and science.
Course materials: Corpas *et al.* (2015: 90-93; 148-149)

14.2 **Review for the final exam**

Grammatical resources: Revision of subjunctive, past and present, connectors, special uses of the *conditional* and the future tense; indicative and subjunctive (present and past) for expressing different levels of certainty.

Course materials: Canvas material. Mock exam.

Submission deadline for oral task 2

Week 15

15.1 **Written final exam**

15.2 **Oral final exam**

Course Materials

The textbooks used in this course are:

Corpas, J., Garmendia, C., Soriano, C., 2015 *Aula 4 Nueva Edición. Libro del alumno*. Barcelona: Difusión

Corpas, J., Garmendia, C., Soriano, C., 2007 Yo nunca lo haría. In Difusión, *Aula 5 Nueva Edición* (pp. 36-49; 104-109).

Cabrera, D., 2011 *Che, geografías del Che*. Barcelona: Difusión

Moreno, A., 2011 *Frida Kahlo, viva la vida*. Barcelona: Difusión