



## **CIEE in Seville, Spain**

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| <b>Course name:</b>              | Intensive Pre-Elementary Spanish I         |
| <b>Course number:</b>            | SPAN 1503 IBCP                             |
| <b>Programs offering course:</b> | Seville International Business and Culture |
| <b>Language of Instruction:</b>  | Spanish                                    |
| <b>U.S. Semester Credits:</b>    | 3 semester hours/ 4.5 quarter hours        |
| <b>Contact Hours:</b>            | 45   |
| <b>Term:</b>                     | Spring 2019                                |

### **COURSE DESCRIPTION**

This course is intended to be an introduction to grammar, functional, and pragmatic content of the Spanish language so that students are linguistically prepared for the various Spanish language courses that will take during the regular semester session.

### **LEARNING OBJECTIVES**

The main course objective is to linguistically prepare students for the various Spanish language courses via the improvement of their use of the Spanish language in academic and sociolinguistic contexts.

Based on the aforementioned information, it can be inferred that the exposure of grammar will be determined by the various situations that the students will encounter in their university classes and daily environment. For this reason, the intensive session classes will be accompanied by sociolinguistic out of class activities, with the purpose of putting into practice the learned skills in the classroom environment. Without forgetting that the course is designed to provide students with a solid foundation in Spanish grammar, another objective is to expose students to contexts where communication must be clear, consistent, and fluid in any situation presented. The application and study



of the grammar content covered in class will be then applied to exercises that enable the development of linguistic activities of production, reception, interaction, and mediation.

### **COURSE PREREQUISITES**

There are no pre-requisites for this course.

### **METHODS OF INSTRUCTION**

Given the intensive structure of the class, continuous effort will need to be made by the student. This is a dynamic class and requires a rhythm of work for which the introduction or review of a grammatical content will lead to an immediate application and connection to other aspects of grammar. The continuous recycling and absorption of grammar content, as well as its immediate application, results in deeper and more extensive learning.

This class will equip students with strategies to activate the lexical and functional contents of grammar and in turn, lead them to greater linguistic competence and, consequently, communicative competence. The various social-linguistic out of class activities will serve as links to the contextualized use of the aforementioned grammar content.

At the same time, students will be expected to reflect upon and apply the various lexical, grammatical, and functional content learned via the various activities inside and outside of the classroom, while taking into account the various communication methods available to the student in this era of new technologies: media and digital print, audiovisual documents, Internet, etc.

### **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:**

|  |     |
|--|-----|
| Participation and Progress:                      | 15% |
| Three written assignments and oral presentation: | 20% |
| First Exam:                                      | 25% |
| Second Exam:                                     | 30% |
| Speaking Exam (5 minutes)                        | 10% |

### **Course Requirements**

#### **Participation, Progress and Daily Assignments**

Active participation is expected in class; active participation is demonstrating interest in the class dynamic, participating in classroom activities, collaborating with classmates in order to facilitate individual and collective learning. Student progress will also be taken into consideration via the demonstration of interest and work throughout the two week session.

Students will be responsible for the completion of daily homework which will focus on the material that was presented in class that day. Students will be evaluated by their effort, above all, in the completion of homework assignments. Students will also be responsible for the completion of three out-of-class activities:

#### **Three written assignments + oral presentation: “My Spanish family tree”**

The students will be responsible for completing three out-of-class activities accompanied by 3 written assignments. Half way through the course the students will give a short oral presentation describing their Spanish family tree.

Below, the calendar contains the due dates for each assignment and feedback.



### **First Exam**

At the end of the first weeks, students will be tested on materials via an exam. In addition to the exam grade, students will also be required to turn in a personal reflection of their classroom progress.

### **Second Exam**

At the end of the second week, students will be evaluated via a second exam. Students will be tested on the fundamental concepts learned throughout the course and their ability to utilize them as vehicles of communication.

### **Speaking Exam**

At the end of the course, each student will be evaluated on their speaking skills through a 5-minute spoken assessment.

### **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 10 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 1 point (on a 10-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.

### **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.

### Calendario del curso

| L  | M   | X  | J   | V  |
|--|---|--|---|--|
| Day 1  | Day 2   | Day 3  | Day 4   | Day 5  |
|  |   | <b>Entrega<br/>Composición<br/>Escrita 1</b> | <b>Feedback<br/>Composición<br/>Escrita 1</b> | <b><u>Prueba 1</u></b>                                   |
| Day 6  | Day 7   | Day 8  | Day 9   | Day 10   |
| <b>Entrega<br/>Composición<br/>Escrita 2</b> | <b>Feedback<br/>Composición<br/>Escrita 2</b> | <b>Entrega<br/>Composición<br/>Escrita 3</b> | <b>Feedback<br/>Composición<br/>Escrita 3</b> | <b><u>Prueba 2</u><br/><u>Prueba</u><br/><u>Oral</u></b> |

### Weekly schedule

#### Day 1

Grammar:

- Alphabet, Basic rules of spelling and pronunciation.
- Subject pronouns.
- Present indicative. Presenting the three conjugations.
- Verbs llamarse, ser and tener.
- Numerals to 100.
- Definite article. Gender and number concordance.
- Interrogative particles.
- Morphology of adjectives. Adjectives to describe nationality.



- Ways to greet and give farewells.

Vocabulary:

- Basic vocabulary to talk about daily life: the classroom and the home

Communication:

- Spelling.
- Giving and asking for personal information.
- Introductions and farewells.
- Resources to ask how to say something.
- Names of Spanish speaking countries in Spanish

## Day 2

Grammar:

- Undetermined article.
- The verb querer. Querer + infinitive.
- The verb interesar.
- Por qué + conjugated verb.
- Numerals to 1000.
- Present indicative. Regular verbs of the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> conjugations.

Vocabulary:

- Interesting activities that one can do outside of the classroom.
- Hobbies

Communication:

- Expressing interest.
- Expressing intentions.
- Talking about motives

## Day 3



Grammar:

- Quantifiers (l).
- Verbs haber y estar.
- Presence and absence of the article.
- Verbs gustar/preferir.
- Qué and cuál (l)

Vocabulary:

- Climate

Communication:

- Expressing existence.
- Expressing location.
- Describing and defining places, persons, and things.
- Expressing and asking about likes and preferences.
- Contrasting likes.
- También and tampoco.
- Defining and identifying.
- Cultural knowledge of the Hispanic world

**Day 4**

Grammar:

- Expression of physical aspect and character.
- Basics of ser and estar.
- Possessives

Vocabulary:

- Talking about family.
- Adjectives to talk about physical characteristics and personality

Communication:



- Talking about character and physical traits.
- Talking about personal relationships

### **Day 5**

Grammar:

- Demonstratives.
- Article + adjective.
- Necesitar/tener que + infinitive.
- Number agreement.
- Qué + noun / cual, cuales.

Vocabulary:

- Clothing.
- Colors

Communication:

- Refer to objects and ask for them.
- Expressing need.
- Asking about prices and reaching agreement

The exam will take place in the second half of the class and will have a duration of approximately 1 hour.

### **Day 6**

Grammar:

- Irregular verbs in the present indicative (I): o-ue/e-ie/e-i.
- Reflexive verbs.
- Time.
- Expressions to express frequency and sequential actions.
- Negations. Yo también/tampoco-Yo sí/no.





Vocabulary:

- Days of the week.
- Parts of the day.
- Day-to-day activities.

Communication:

- Talking about habits.
- Expressing frequency.
- Sequencing actions

**Day 7**

Grammar:

- Irregular verbs in the present indicative (II): Poner and traer.
- The impersonal form of se.
- Ways to communicate in a bar/restaurant

Vocabulary:

- Food.
- Menus of the day.
- Cooking.

Communication:

- To ask and give information about food.
- Spanish and -Sevillian gastronomy.
- Habits of Spaniards and typical dishes.

**Day 8**

Grammar:

- Quantifiers (II).
- Lo que más/Lo que menos es + que + phrase.
- Lo que más/Lo que menos es + que + noun.



- Imperative: form and basic uses

Vocabulary:

- Vocabulary related to the city

Communication:

- Expressing likes: value and highlight aspects.
- Giving and asking for directions

## **Day 9**

Grammar:

- Perfect preterite.
- Irregular and regular participles.
- Expressions of frequency for the preterite perfect.
- Expressions for value.
- Bastante bien, bien, regular, mal, fatal.
- Saber + infinitive.

Vocabulary:

- Adjectives to describe one's character.

Communication:

- Talking about past experiences.
- Talking about abilities and aptitudes.
- Talking about qualities and defects in persons

## **Day 10**

The first half of the class will be a review of the material from the previous week. In the second half of the class, students will take the 2<sup>nd</sup> exam.

### **Activity # 1**



### *Introductions*

**Date:** TBD

**Duration:** 1 hour 30 minutes

**Objective:** The objective of this activity is to help students immerse themselves in Spain and the Spanish language by putting into practice the knowledge gained during the first week of the course.

**Description:** The activity consists of a brief interview with someone they met in Seville during the first days. It could be, for example, a member of their host family, or perhaps with a Spanish student in a café, or a sales attendant in a nearby store. The only requirement is that the interaction be conducted in Spanish. The guidelines for the interview (length, topics on which to speak) will be provided by the professor in class.

**Method of task:** Individual

### **Additional work:**

a) Students will prepare one page, A4 size, double-spaced and in Times New Roman 12 (or any other similar size) describing the interaction with the person and the responses obtained in the interview.

b) In addition to this, the students will make a 5-minute presentation about the person they interviewed to their classmates. For the presentation, in addition to the content of the written text (which is not to be read), students may use photographs, video, audio or other material that they see fit. In no case shall the total duration of the video or audio documents submitted by each student be more than 1 minute in length.

Students will need to turn in both the written text as well as additional materials to the professor at the end of the class period.

### **Activity #2**

*My family tree*



**Date:** TBD

**Duration:** 1 hour 30 minutes

**Objective:** Each student should interview his or her Seville family members in order to design a family tree and put together the necessary material to write a descriptive text.

**Method of work:** Individual

**Additional work:** Students will prepare a text, one and a half pages in length, on A4, double-spaced, using Times New Roman 12 (or other similar in size) in which they describe their family tree. On the due date, students will present their family trees to their classmate, using whatever additional materials deemed appropriate (photos, videos...). This will be their Oral Exam.

### **Activity # 3**

*Visit to a food market. The Ancient and the Modern*

**Date:** TBD

**Duration:** 1 hour 30 minutes

**Objective:** To understand cultural and traditional aspects of the system of Spanish markets as well as interact with Spanish speakers.

**Description:** After class (which, exceptionally, will end 15 minutes early), students will be given a questionnaire that will be utilized for the activity. The class will head to the market in the Plaza de la Encarnación. Students should visit the various booths found throughout and observe what they see. Students will need to interact with the shopkeepers and customers and ask them questions from the questionnaire and take pictures of things of interest. Students should also ask questions about the building that houses the market, the Metrosol Parasol, and other facilities such as the Antiquarium (which contains the Roman ruins) as well as the panoramic views. This information will be obtained from the information panels found in the building as well as by asking questions of the employees.

**Method of work:** In pairs. Each will receive a different questionnaire.

**Additional work:**



Students will prepare a text, half-page in length, single-spaced and in Times New Roman 12 (or any other similar size) discussing the most relevant information obtained in the visit.

Students need to hand in all of the materials (written and visual) to the professor at the end of the session.

### **READINGS**

Equipo Prisma: Método de Español. Nivel inicial A1. Edinumen. Madrid 2008.

VV. AA.: Gramática básica del estudiante de español. Difusión. Barcelona, 2005