



CIEE in Seville, Spain

Course name:	Intensive Pre-Elementary Spanish II
Course number:	SPAN 1504 IBCP
Programs offering course:	International Business and Culture Program
Language of instruction:	Spanish
U.S. Semester Credits:	3 semester hours/ 4.5 quarter hours
Contact Hours:	45
Term:	Spring 2019

Course Description

The objective of this course is that, at an initial level, the student will understand and recognize the form and structure of the Spanish language, relate them to their corresponding communicative functions, and properly apply them to current matter in oral and written form. Thus, one should be able to understand commonly used phrases and expressions related to relevant areas of experience, be able to communicate with others when carrying out routine tasks requiring direct exchange of information on familiar and routine matters, and to describe aspects of their past and their environment as well as issues related to their immediate needs

The CIEE Study Center in Seville believes strongly in participatory and creative ability of the student in learning a foreign language. In this process, the student takes the leading role by acting in a real communicative context. The integration of language skills will be the basis of all practical work completed in class. Culture is also integrated into the course as an essential component of language. It will also facilitate understanding of the socio-cultural and realistic aspects necessary for correct and appropriate interaction with native Spanish speakers. This ensures that your stay in Spain will have a better chance of success, reflected by a faster integration into the Spanish culture, and as a consequence, in better position to learn Spanish.

Learning Objectives

At the end of the course, students should be able to:

- Describe, greet formally and informally, say goodbye, identify (oneself): say one's nationality, origin, profession, age ..., present (oneself), give an opinion, spell, express possession and ownership, express feelings
- Express wishes, ask and give spatial information: place things and people spatially, describe objects and places, describe people: physically and one's character, express possession, describe clothing, order in a store, say the price of something
- Express needs, wants and preferences, compare
- Ask and tell time, describing actions and habitual activities: schedules, dates, location in time, expressing the frequency with which something is done, make an appointment, express likes / preferences, express agreement and disagreement, order something in a restaurant, bar ..., express pain or discomfort
- Express / ask for quantity, speak of the existence or not of something or someone, ask for a product and its price
- Talk about the weather, talk about the duration of an action, make plans and projects, make suggestions and accept or reject them, expressing obligation, present orally



- Talk of completed actions in a time related to the present, describe or narrate experiences or personal situations, narrate habitual actions in contrast with actions with already completed actions, narrate past actions
- Give / ask for an opinion, express agreement and disagreement, expressing cause and ask the cause of something, ask / give instructions on locations and directions: organizing discourse, asking permission to grant and deny it, invite / offer: accept and reject

Course Prerequisites

This course is intended for students who have had some exposure to the Spanish language. Students need to have a GPA of at least 2.9. Students' language level, as evidenced by their result on the Online Language Placement Test, will determine their participation in this or other Intensive Session Language course.

Methods of Instruction

Each unit will work with texts about real and conventional communicative acts that provide a representation of the life of Spanish society by studying and practicing all of its contents; pragmatism, communication, function, vocabulary, and grammar. The student will develop oral communication skills through activities which express their own identity and will have the opportunity to perform, in Spanish, in various communicative contexts. Grammatical problems will be addressed by offering practical material that focuses on morphosyntactic and lexical-semantic features, but always related to the contents communicative, functional, pragmatic, and socio-cultural meaning. Students will produce written assignments motivated by their own learning process while associating with different functions and resources of the Spanish language.

Students will study and practice specific linguistic structures (morphological, syntactic and lexical) and pragmatic and socio-cultural norms that are applied to use the Spanish language appropriately. The activities will help the student communicate properly in situations aiming to meet his or her personal needs as a student who intends to establish his or her first Spanish social network, working with elements that generate difficulties for American students (added to unfamiliarity with the language code) in developing their communication skills. These activities will give students the chance to select significant linguistic options that the Spanish language offers in order to carry out a pragmatically correct and socially accepted interaction with Spaniards in different communicative situations. In addition to classes, students will participate in a cultural activity in which they will be able to practice in a real setting the grammatical content, lexicon, communication vocabulary, pragmatics and social-cultural topics studied and practiced in class.

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 and Oral presentation	15%
2. Essays 1, 2, 3 and oral presentation:	20%
3. Exam 1:	25%
4. Exam 2:	30%
5. Oral test:	10%

Course Requirements



Attendance and Participation

Attendance and punctuality, interest, active participation in class and out of class activities, completion of assigned homework, oral presentation.

Oral Presentation

Structure (title and introduction, structure), content (clarity, order and selection of ideas, examples, documentation). Linguistic competencies (pronunciation and fluidity, grammar and lexicon) relationship with audience (interaction, interest, and comprehension).

Essays

Content (ideas and development), organization (coherence and cohesion), grammar (grammar correction, variety in structures), vocabulary (lexical variety).

Exams

The first exam will take place the first Friday of the course and will last 1.5 hours. Once the exam is complete, the students will continue in class until they have completed the time of class. The first exam and second exam will have the same structure: 1. Syntactic and lexical-semantic activities as a means of evaluating linguistic competencies. 2: The elaboration of a written text in which the student will be needing to apply all of the pragmatic, communicative, functional, lexical and grammatical content learned in the course.

Attendance Policy 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.

Weekly Schedule

NOTE: The following is an example of one of the weekly course outlines for this course; these may vary depending on the professor and the level of the students.

Day	1	Language proficiency The alphabet. Letters and sounds in Spanish. Present Tense: <i>ser, tener, trabajar, llamarse</i> . Numbers: <i>0-101</i> . Demonstratives: <i>este, esta, estos, estas</i> . Interrogatives: <i>¿Cómo/De. dónde/ Cuántos? Yo creo que</i> + opinión. Spelling. Express possession and belonging. Express feelings
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	<p>Pragmatic and Socio-cultural Competence Formal and informal greetings. Saying goodbye. Identification: saying nationality, origin, profession, age...Presentations. Give an opinion To complete the quizzes and exercises created for this session located at the Canvas course. See the PowerPoint created for this session located at the Canvas course summarizing the grammatical contents</p>
Day 2	<p>Language Proficiency Present regular verbs: <i>-ar, -er, -ir</i>. Uses <i>tú/usted</i>. Gender and Number of nouns and adjectives. Use of determined and undetermined articles. Verb <i>estar</i>. Contrast of <i>hay/está-n</i>. Quality adjectives. Adjectives and possessive pronouns. <i>Ser, tener, llevar</i></p> <p>Pragmatic and Socio-cultural Competence Ask for and give spatial information. Locate things and objects. Describe objects and places. Describe people: physical and character. Express possession. Describe clothing. Order in a store. Tell the price of something To complete the quizzes and exercises created for this session located at the Canvas course. See the PowerPoint created for this session located at the Canvas course summarizing the grammatical contents</p>
Day 3	<p>Language Proficiency Comparing. Equality, superiority, and inferiority with adjectives. Irregular comparisons. Verbs: <i>necesitar, querer, preferir</i> + infinitive/ noun. Verb <i>ir</i> Prepositions <i>en</i> and <i>a</i> with action verbs. <i>Para</i> and <i>Porque</i></p> <p>Pragmatic and Socio-cultural Competence Express needs, desires, and preferences Ask for/give spatial direction. Compare To complete the quizzes and exercises created for this session located at the Canvas course. See the PowerPoint created for this session located at the Canvas course summarizing the grammatical contents To hand in (upload to Canvas) the first composition (see the epigraph</p> <p>ACTIVITIES FOR ESSAYS</p>
Day 4	<p>Language Proficiency Present indicative. irregular verb, Reflexive Verbs. Adverbs and frequency expressions. Verb <i>quedar</i>. Verbs <i>gustar, encantar...</i> Verb <i>doler</i>. Indirect object pronouns + <i>gustar, encantar, doler</i>. Adverbs: <i>también/tampoco</i></p> <p>Pragmatic and Socio-cultural Competence Asking and telling time. Describe daily actions and activities: schedules, dates, temporary location. Expressing how often you do something.</p>



Make an appointment. Express likes/preferences. Agree/disagree
Order something in a restaurant, bar, etc... Express pain or things that bother you

To complete the quizzes and exercises created for this session located at the Canvas course.

See the PowerPoint created for this session located at the Canvas course summarizing the grammatical contents

Day 5

REVIEW
EXAM 1

Day 6

Language Proficiency

Direct object pronouns. Indefinite object pronouns. *algo/nada, alguien/nadie, alguno/ninguno*. Demonstrative pronouns and adjectives. Cardinal numbers from one hundred to one million. Preposition *para, para qué*

Pragmatic and Socio-cultural Competence

Express/ask how much. Talk about existence or nonexistence of someone or something. Ask about a product and its price

To complete the quizzes and exercises created for this session located at the Canvas course.

See the PowerPoint created for this session located at the Canvas course summarizing the grammatical contents

To hand in (upload to Canvas) the second composition (see the epigraph

ACTIVITIES FOR ESSAYS

Day 7

Language Proficiency

star + *gerund*. Weather Verbs: *llover, nevar*. *Muy/mucho*. Infinitive periphrasis: *ir a, querer, hay que, tener que, deber*

Pragmatic and Socio-cultural Competence

Talk about the weather. Talk about how long it takes to do something

Make plans and do projects. Make suggestions and accept or reject them

Express obligation

To complete the quizzes and exercises created for this session located at the Canvas course.

See the PowerPoint created for this session located at the Canvas course summarizing the grammatical contents

Day 8

Language Proficiency

Past perfect: Formation and uses (regular and irregular). Time Markers: *hoy, esta mañana, esta tarde, alguna vez, ayer, anoche, el año pasado...*

Contrast *ya/todavía no*. Review indefinite pronoun. Indefinite past:

Forms and uses (regular y some irregular: *ser, ir, dar, tener y hacer*)



Pragmatic and Socio-cultural Competence

Talk about completed actions in a time related to the present.

Describe or narrate experiences or personal situations. Narrate daily actions in contrast to actions finished in a time related to the present.

Narrate actions in the past

To complete the quizzes and exercises created for this session located at the Canvas course.

See the PowerPoint created for this session located at the Canvas course summarizing the grammatical contents.

To hand in (upload to Canvas) the third composition (see the epigraph

ACTIVITIES FOR ESSAYS

Day 9

Language Proficiency

Negotiation. *¿Por qué/ Porque-* Imperative affirmative: Regulars and irregulars. Speech organizers. Imperatives + pronouns

Pragmatic and Socio-cultural Competence

Ask/give an opinion. Express agreement and disagreement. Express cause and ask for the cause of something. Ask/give instructions about places and directions: correct order. Ask for permission, grant it and deny it.

Treat/offer: accept and reject. Oral presentation

To complete the quizzes and exercises created for this session located at the Canvas course.

See the PowerPoint created for this session located at the Canvas course summarizing the grammatical contents.

Day 10

EXAM 2

Out of Class Activities, Compositions and Oral Presentation

ACTIVITIES FOR ESSAYS

For the completion of each essay, students will have to carry out an activity outside of class. All of these will require interaction with native sevilanos as well as the exploration of local culture. These activities will be presented the first day of class. A detailed description of each activity will be found on the Compositions section for this course within the Assignment Module on Canvas.

Actividad y composición nº 1

La vida en Sevilla: ¿Cómo son los jóvenes españoles? ¿Cuáles son sus hábitos? ¿Qué hacen en su vida diaria?

Activity: *Each student will individually prepare and conduct personal interviews with three young Spaniards to gather both, personal information and information about the daily life of those interviewed.*

Extra (optional): *Ask the natives interviewed for recommendations about interesting activities, places, shops, bars... to visit in Seville. (This part can be **included** in the composition)*



COMPOSITION: Write a composition of approximately 300 words which reflects the results of the interviews, applying the grammatical and pragmatic aspects learnt and practiced in class. The essay must be structured as introduction, development and conclusion.

PLEASE NOTE: In order to document the composition, it is necessary to add identification data of those interviewed: name, age, occupation, email, or selfie.

Deadline: Day 3

Actividad y composición nº2: "Un puente, dos mercados"

Procedure: You will visit (physically) both, **Triana Market**

(<http://www.mercadodetrianasevilla.com/contacto/>), and **Lonja del Barrano Market**

(<http://www.mercadolonjadelbarranco.com>). There, you have to closely observe how these palces are, what kind of products are offered, what type of stores are there, what kind of clients are found. You also need to interview, **at least, 2 people** inside the markets to know what are the aspects they like the most and why they go there.

Extra: Interview more people in the markets (you may consider vendors) (You can **add** this information to your essay)

COMPOSITION: Write a composition of approximately 300 words both, describing the Markets and comparing them. Then, you also have to include the natives' comments and opinions, and what has been the most interesting/shocking for you. Use the grammatical and pragmatic aspects learnt and practiced in class.

PLEASE NOTE: In order to document the composition, it is necessary to add identification data of those interviewed: name, age (approx.), occupation, email, or selfie.

Deadline: Day 6

Actividad y composición nº 3

Hablando en pasado y en futuro en Sevilla. ¿Qué hacen los sevillanos? ¿Cuáles han sido sus actividades recientes? ¿Qué planes tienen?

Activity: Each student will individually interact with his/her Spanish host family. You should ask the family about different topics: traveling, routines/habits, experiences and future plans.

Extra: Add more questions to your interaction with the family. Suggestions: Ask them about an important moment of their lives that they wish to share; what did you do last summer? What have you done today? What are you going to do next weekend? ... (You can **add** this content to your essay)

COMPOSITION: Write a composition of approximately 300 words which reports your conversation with the family. Use the grammatical and pragmatic aspects learnt and practiced in class.

Deadline: Day 8

Actividad nº 4 – Presentación oral

¡Conviértete en sevillano!

Estimated class time: 2h.

Activity: Group activity.

- First, choose your presentation topic.



- Then, brainstorm some questions to, individually, talk to the Spanish host family and learn about a cultural aspect of Seville. How could you get immersed in the Sevillian culture? Ask the family for recommendations and instructions to become real Sevillians!

Four topics (one per group)

- Foods
- Habits
- Celebrations
- Personal relationships and socialization

ORAL PRESENTATION: In groups of 3-4, you will prepare an oral presentation of 5-7 minutes. You will use a projected presentation as visual support. You will include practical recommendations for your classmates (to become real Sevillians). You have to include the grammatical and pragmatic aspects learnt and practiced in class.

You will also prepare a short comprehension check activity for your classmates to be done during your presentation and corrected afterwards. Comprehension check activity suggestions: True/false, short answer questions, fill the gap, relating correct information...

Presentations: Day 9

Course Materials

Readings

Castro, Francisca. *Uso de la Gramática Española nivel elemental*, Edelsa, Madrid, 2010. (obligatory text)

Other sources

VV.AA.: *Aula Internacional 1*, Difusión, Barcelona, 2013.

VV.AA.: *Aula Internacional 2*, Difusión, Barcelona, 2014.

VV. AA.: *Gramática básica del estudiante de español*, Difusión, Barcelona, 2017.