



CIEE in Seville, Spain

Course name:	Intensive Pre-Advanced Spanish I
Course number:	SPAN 3503 IBCP
Programs offering course:	Seville International Business and Culture
Language of instruction:	Spanish
U.S. Semester Credits:	3 semester hours/ 4.5 quarter hours
Contact Hours:	45
Term:	Spring 2019

COURSE DESCRIPTION

The primary objective of the course is to provide students with sufficient grammatical and communicative Spanish language knowledge so that he or she is able to communicate in academic and cultural contexts at the advanced Spanish level. In order to achieve this, students will review previously learned material, as well as reinforce and expand upon grammar, vocabulary, communicative, pragmatic and sociocultural content learned in previous Spanish language courses. The treatment of grammar will be based upon the different situations that the students will face in their regular Spanish language classes during the remainder of the semester. Students will be expected to summarize, narrate, explain, argue, formulate hypotheses, etc. and apply these skills in their daily interactions.

Without forgetting that the course is designed to equip students with a broad grammar base, it is also a priority to expose the student to contexts where communication needs to be clear, coherent and flowing depending upon the situation and / or process of communication in which they find themselves. To do this, classes will be accompanied by various cultural and sociolinguistic out-of-class activities with the goal of putting into practice the skills learned in the classroom. Finally, the exposure to and readings and writings of a wide-range of texts (description, narration, argumentation, etc.) will be used as basic tools for the application and study of grammar content covered in each class.

LEARNING OBJECTIVES



The fundamental objective of this course centers on the students' ability to understand the main ideas of complex texts, whether concrete or abstract, provided they are within the students' field of expertise. Students will work towards achieving fluid and natural communication with native Spanish speakers, thus avoiding forced communication. In addition, this course will enable students to produce texts on different topics, which on one hand should be clear and specific in its content as well as provide sufficient content to enable the student to defend his or her arguments.

Considering functional criteria of the course, the primary objectives are:

- Explain and defend opinions in a debate, giving arguments and providing adequate comments.
- Explain one's point of view on a topic of interest, providing advantages and disadvantages
- Construct a chain of well-reasoned arguments
- Develop arguments offering reasons and rational
- Speculate causes, consequences and hypothetical situations
- Take an active position in a debate within the context
- Converse naturally, fluently and with efficacy. Understanding what one is hearing within a normal situation, including when physical noise is present.
- Beginning a speech, taking turns, knowing how to end a conversation.
- Using well-known phrases and using them in formulating an answer or argument.
- Interacting with native speakers naturally, without the communicative process being forced
- Capacity to detect own errors that could lead to misunderstandings.
- Correcting errors when one is conscious of them
- Observe one's error and make note of them
- Plan what one is going to say and how they are going to say it

COURSE PREREQUISITES



Students should have been 4-5 semesters of university level Spanish or possess an equivalent language level.

METHODOLOGY

The course methodology will be carried out via the practice of the language, always keeping in mind the need to use correct grammatical forms as well as grammatical precision. The language practicums will utilize real material, trying to always keep in mind the language immersion reality that students are encountering. The student will need to read, listen, write and speak (within their level limits) in Spanish, particularly material that a native speaker might speak about, write about, hear or read.

Different teaching methods will be utilized depending on the grammar, purpose or sociocultural objective of the class material. Class assignment will be pyramidal in nature, with practicums being more controlled in the beginning by the professor and later on more open. Grammar topics will be most utilized via the practicums. Skill sets will be practiced via writing, readings, listening and oral expression, as well as contemplating mediation and interaction in the Spanish language. Sociocultural content will be practiced via homework activities.

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, presentations, readings	15%
2. Essays	25%
3. Exam 1	30%
4. Exam 2	30%

Participation



Attendance, interest, active participation with the theme and activities covered in class, completion of assignments, preparation of assigned material for each class day.

Grammatical exercises. Workbook. Exercises carried out individually by the student

Presentations and Readings

Completion of homework, activities and reading assignments, as well as their preparation.

Essays

Grammatical correctness, suitability to the type of text, lexical variety, spelling competence (coherence and cohesion), textual organization. Production of 3 short compositions with a minimum length of one page and a half and one sociological report. Both the compositions and the report will be linked to out of the class activities.

Exams

The first and second exam will have the same structure, consisting of two parts: one section focusing on grammar, with questions similar to those of the workbook, and the other section requiring a written essay.

Attendance and Class Participation

Attendance Policy

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.



Turn in essay on the Alcázar

Day 5 Review
Exam 1

Day 6 **Grammar:** Present subjunctive in adverbial clauses. Future. Conditionals
Cultural content, current topics and readings: news articles, *El Guernica de Picasso*

Day 7 **Grammar:** Present perfect of the indicative and subjunctive. Past perfect indicative and subjunctive
Cultural content, current topics and readings: Panini: Discussion with García Lorca.
Debate: maintaining bullfighting (arguments for and against). Newspaper articles

Day 8 **Grammar:** Special use of certain verbs. Prepositions, adverbs and conjunctions. Passive voice.
Cultural content, current topics and readings: Deliver the composition of the Museum of Fine Presentations on Spanish painters / Analysis of paintings
Hand in essay on fine arts museum

Day 9 Grammar: Infinitive. Gerund. Participle
Hand in interviews and sociological report.

Day 10 Exam 2

Out of Class Activities

Activity # 1



About Bulls

Location: Student's choice

Duration: 2 hours

Supervision: Professor

Activities: Students will need to gather the necessary information about bullfighting and the perception that locals have on this polemic tradition. Gathered information will be presented in class in the form of a debate. Students should keep in mind the following grammar content:

Describe: • ser and estar + adjective • Other uses of ser and estar • Uses of have

Expressing likes, preference and indifference: • Construction of (no) me gusta + noun / infinitive / que + present subjunctive.

Estimated time needed for essay completion: 1.5 hours.

Activity # 2

Visit to the Fine Arts Museum

Location: Museum of Fine Arts. Plaza del Museo

Duration: 2 hours

Supervision: Professor

Activities: Students will visit the Museum of Fine Arts of Seville. After the visit, students will write an essay about the museum and pictures in general. Students will also prepare a 5-10 minute oral presentation in class where they will need to focus on a painting in particular on any painter / Hispanic world, describing the style, the school to which he



belongs, etc. In the essay and presentation, students will need to make use of the following grammar aspects:

- Aconsejar and recomendar: Affirmative and negative imperative • Te recomiendo / es necesario-importante-mejor + infinitive / que + present subjunctive.

Estimated time in the preparation of presentation: 1.5 hours.

Activity # 3

Survey on the perceptions of the Andalusian reality and American reality from a local (on a cultural, political and economic level).

Celebration: Student's choice

Location: Student's choice

Duration: 2 hours

Supervision: Professor

Activities: In pairs, students will create a questionnaire to survey locals and obtain information on the perceptions that Andalusians have of themselves and perceptions that they have of U.S. culture. With this information, students will have to write a narrative report that contains personal reflections on a sociological level. The report will be presented in class to contrast the findings and make a comparative analysis on the perception that Americans have of themselves.

Grammar to be used: Discuss. Argue: (No) creo / es verdad/cierto está claro-demonstrado + presente/ indic.-subj. • cuando/ tan pronto como / hasta que) • con tal de/ a menos / siempre / a condición de que + present subjunctive. • Si + present indicative / subjunctive past. • Es posible que-quizás / a lo mejor / seguramente + indicative / subjunctive • Aunque + indic. / Subj. • prepositions, adverbs and conjunctions.



Estimated time in the drafting of argumentation: 1.5 hours.

READINGS

Conrad J., Smith: Spanish Grammar. MacGraw-Hill.

Dictionaries

In addition to a bilingual dictionary a monolingual dictionary (Spanish-Spanish) is also highly recommended.

The following links may be helpful:

www.rae.es (dictionary of the Royal Spanish Academy)

<http://www.wordreference.com/>

<http://iate.europa.eu> (European dictionary, includes all EU languages. Very accurate in defining different terms and uses thereof)

www.cvc.cervantes.es (page with different practices on-line, text, ... on the Spanish forums)

www.zonaele.es (page of great help with grammar, conjugations, irregular. All issues are collected in alphabetical order)

www.elpais.com

www.elmundo.es

www.abc.es

www.diariodesevilla.es

www.lavanguardia.es

Puntoycoma Magazine. Magazine available on loan from professor.