



## CIEE Seville, Spain

<b>Course name:</b>	Intensive Pre-Elementary Spanish I
<b>Course number:</b>	SPAN 1503 IBCP
<b>Programs offering course:</b>	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 2020

### 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

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

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	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.** The students will be responsible for completing 3 written assignments.

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

#### **First Exam**

At the end of the first week, 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 y 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 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 of Spanish letters and sounds  
Present tense: *ser, tener, llamarse*  
Interrogative pronouns  
Nationalities  
Gender and number in nouns and adjectives.  
The articles: definite and indefinite  
Numbers: 0-20  
Cultural and Pragmatic Competence:  
Saying hello and goodbye (formally/informally)  
Giving personal information  
Spelling  
Communicative resources  
Last names in the Hispanic world  
Classroom expressions  
Reading: Equipo Prisma: Método de Español. Nivel inicial A1

#### Day 2



Linguistic Competence:  
Hobbies (Vocabulary)  
Present. Regular conjugations.  
Querer + infinitive  
Porque + verb  
Tener que + infinitive  
Numbers: 20-100  
Cultural and Pragmatic Competence:  
Expressing intentions  
Expressing obligations  
Reading: Equipo Prisma: Método de Español. Nivel inicial A1

#### Day 3

Linguistic Competence:  
The verb 'gustar' type structure [and other verbs with that structure, like 'interesar' or 'molestar']  
Quantifiers  
Demonstratives  
Cultural and Pragmatic Competence:  
Expressing likes and preferences  
Comparing preferences  
Reading: Equipo Prisma: Método de Español. Nivel inicial A1  
Hand in 1<sup>st</sup> composition

#### Day 4

Linguistic Competence:  
Physical and Character descriptions  
Family. Vocabulary.  
Possessives  
Cultural and Pragmatic Competence:  
Expressing possession  
Family relations  
Describing people: appearance and personality Defining things  
Reading: Equipo Prisma: Método de Español. Nivel inicial A1

#### Day 5

Linguistic Competence:  
Impersonal form 'se'  
Food. Vocabulary.  
Cultural and Pragmatic Competence:  
Ordering and giving information about food  
Eating habits in the US and in Spain  
Reading: Equipo Prisma: Método de Español. Nivel inicial A1

#### Day 6



Linguistic Competence:

Some uses of 'hay' and 'ser' and 'estar'

¿Qué + noun/ cuál/ cuáles?

The neighborhood and the city. Vocabulary.

Cultural and Pragmatic Competence:

Describing places and countries

Describing neighborhoods and cities

Expressing location and existence

Reading: Equipo Prisma: Método de Español. Nivel inicial A1

Hand in 2nd composition

Day 7

Linguistic Competence:

Some reflexive uses.

Irregular verbs in the present

Cultural and Pragmatic Competence:

Talking about schedules and routine

Asking for the time

Reading: Equipo Prisma: Método de Español. Nivel inicial A1

Day 8

Linguistic Competence:

Some reflexive uses (II)

Irregular verbs in the present (II)

Cultural and Pragmatic Competence:

Talking about schedules and routine

Asking for the time

Reading: Equipo Prisma: Método de Español. Nivel inicial A1

Hand in 3rd composition

Day 9

Linguistic Competence:

Present perfect

Ir + infinitivo

Cultural and Pragmatic Competence:

Talking about past experiences

Talking about the future

Reading: Equipo Prisma: Método de Español. Nivel inicial A1

Day 10

Final exam

**Course Materials**



***Readings***

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

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