



## CIEE Seville, Spain

<b>Course name:</b>	Intensive Pre-Intermediate Spanish I
<b>Course number:</b>	SPAN 2503 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 is an intermediate intensive Spanish language course that takes place immediately after the arrival of the students at the CIEE Study Center in Seville. The course is two weeks in length, with class three and a half hours a day, Monday through Friday.

The CIEE Study Center in Seville strongly believes in the participatory and creative ability of the student in the learning process of foreign languages. In this process, the student is the protagonist via his/her interaction in a real communication context. The integration of language skills will be the foundation of all practical work that takes place in the class. Spanish culture is integrated into the course as it plays a key role in the Spanish language. Pragmatic and socio-cultural aspects of the Spanish language will also be stressed so as to facilitate correct and appropriate interaction with native speakers of Spanish. Focusing on the aforementioned aspects will help to make the students' stay in Spain more successful, reflected in a more rapid integration into the Spanish culture, and consequently more opportunity to learn and acquire the Spanish language.

### Learning Objectives

The main course objective for the intermediate language student is that he or she is able to understand and recognize the various forms and structures of the Spanish language, the ability to relate them to their corresponding communicative functions and use them correctly (pragmatically and socially) when speaking and writing. Students should be able to understand the main points of texts dealing with familiar topics such as the family, leisure activities, studies, be able to function in the majority of communicative situations that may arise during their stay in Spain, be able to produce coherent texts, describe experiences and events, desires, feelings and aspirations as well as to justify opinions and explain one's plans.

### Course Prerequisites

This course is intended for students who have studied three to four semesters of Spanish at the university level or equivalent Spanish knowledge.

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

In each didactic unit, students will work with texts concerning real and habitual communicative situations that take place in Spanish society, studying and practicing their pragmatic, communicative, functional, lexical and grammatical content. Students will develop communicative habits through oral activities in which they may express their own identity and



have the opportunity to act out a variety of communicative contexts in Spanish, converting knowledge from passive to active. Grammatical aspects will be addressed by means of practical material focusing on morpho-syntactic and lexical-semantic aspects within a communicative, functional, pragmatic and socio-cultural context. Students will be required to write papers in Spanish, motivated by their personal learning process and linked to Spanish grammar and linguistic knowledge learned in class.

Students will study and practice specific linguistic structures of the Spanish language (morphological, semantic, lexical) as well as the pragmatic and socio-cultural norms utilized in various Spanish-speaking situations. Students will carry out activities that will help them to interact correctly in communicative situations so as to allow the students to establish their first social contact in Spanish (working with the elements that typically cause American students difficulties). Additionally, the students will participate in out-of-class activities in which the students will practice grammar, lexical, communicative, pragmatic and socio-cultural contents studied in class in a real communicative context.

### **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 daily homework	15%
2. 3 Compositions	20%
3. Exam 1	25%
4. Exam 2	30%
5. Oral Exam	10%

**Note:** Given the intensive format of the course, the assumption is that the student will dedicate a minimum of 2 hours/day to out of class work.

### **Course Requirements**

#### **Participation and Homework**

Attendance, interest, active participation in resonance with the subject and class material, completion of assigned homework, and preparation of assigned class work will be of the utmost importance. In order to receive a high participation grade, it is necessary for the student to speak in Spanish and avoid using English in class. Additionally, the daily completion of assignments and corresponding preparation of class material will be evaluated, as well as participation in Foros and Quizzes.

#### **Compositions**

Students will be responsible for 3 written essays, which are to be completed individually (without the assistance of others) and will be connected to out-of-class activities. Essays should reflect the proper use of content studied in class, as well as incorporating the sociocultural knowledge gained as a result of carrying out the activities. The professor will use a grading rubric, with the evaluation criteria, which can be found in CANVAS, on the first day of class.

- Composition 1: day 3
- Composition 2: day 6
- Composition 3: day 8



### Exams

The first and second exam will have the same structure. The exams will consist of three parts: 1). grammar and lexicon, with activities similar to those seen in class; 2). written essay; 3) listening comprehension.

Exam 1 will take place of day 5 of classes and will last 1.5 hours. There will be a review before taking the exams and will go over doubts or questions that students have. The second exam will take place on the last day of the course, and will be cumulative, i.e. all the topics covered during the course will be included.

The **Oral Exam**, on the last day, will consist of a 5 minutes interview to evaluate not only student's verbal expression and comprehension, but also appropriate vocabulary and structures acquired through the course.

### 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 regular and irregular present indicative verb tenses  
Asymmetric constructions with verbs like *gustar*, *encantar*, *dar miedo*, etc.

Review of general grammar areas: gender agreement

#### **Pragmatic and socio-cultural Competence**

Personal Information

Linguistic Information

Greetings and farewells. Introducing one another

Readings: *Gramática básica del estudiante de español*

**Day 2**

#### **Linguistic Competence**

*Ser y estar*

*Estar + gerund*

		Demonstratives Introduction to the present perfect: forms and uses <b>Pragmatic and socio-cultural Competence</b> Describe, identity, define Discuss actions that develop in the present Relate past experiences <i>Gramática básica del estudiante de español</i>
<b>Day</b>	<b>3</b>	<b>Linguistic Competence</b> Introduction to (indefinite) preterite: forms and uses Contrast present perfect and (indefinite) preterite ➤ Hand in Composition 1 <b>Pragmatic and socio-cultural Competence</b> Speak about past experiences. Evaluate using past tense. Speak about habits, customs and past circumstances. Situate actions in the past and present. Narrate the past <i>Gramática básica del estudiante de español</i>
<b>Day</b>	<b>4</b>	<b>Linguistic Competence</b> Introduction to the imperfect (preterite): forms and uses Contrast of preterits/pasts <b>Pragmatic and socio-cultural Competence</b> Narrations in the past. Describing places, emotions, feelings, etc. <i>Gramática básica del estudiante de español</i>
<b>Day</b>	<b>5</b>	Review Exam 1
<b>Day</b>	<b>6</b>	<b>Linguistic Competence</b> Introduction to the imperative: forms and uses of the affirmative and negative imperative Personal pronouns, indirect and direct-object pronouns ➤ Hand-in Composition 2 <b>Pragmatic and socio-cultural Competence</b> Express requests and orders, give advice <i>Gramática básica del estudiante de español</i>
<b>Day</b>	<b>7</b>	<b>Linguistic Competence</b> Introduction to subjunctive: present subjunctive. (No) Espero/quiero + infinitive/que + present subjunctive (No) me gusta/molesta + infinitive/que + present subjunctive <b>Pragmatic and socio-cultural Competence</b> Express desires. Express feelings. Express likes and preferences. Evaluate situations and facts <i>Gramática básica del estudiante de español</i>
<b>Day</b>	<b>8</b>	<b>Linguistic Competence</b> Por and Para "False friends" Prepositional verbs



➤ Hand-in Composition 3

**Pragmatic and socio-cultural Competence**

Inferences between English and Spanish

*Gramática básica del estudiante de español*

**Day 9**

**Linguistic, Pragmatic and Socio-Cultural Competence**

Review course content

Practice for Oral Exam

**Day 10**

Oral Exam

Final Exam

**Course Materials**

***Readings***

CIEE Study Center in Seville. *Habilidades que tengo...Ejercicios de gramática para estudiantes de E.L.E.* Sevilla, 2016.

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

*Aula 2: curso de español*, editorial Difusión, Barcelona, 2005

*Aula 3: curso de español*, editorial Difusión, Barcelona, 2005

*Aula 4: curso de español*, editorial Difusión, Barcelona, 2005

*Moreno, Concha. Temas de Gramática nivel superior, SGEL, 2006.*

*Castro, Francisca. Uso de la Gramática Española nivel intermedio, Edelsa, 2003.*

Webgrafía:

[www.rae.es](http://www.rae.es) (Diccionario de la Real Academia española)

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

[www.zonaele.es](http://www.zonaele.es) Práctico sitio sobre gramática española

Periódicos online

[www.elpais.com](http://www.elpais.com)

[www.elmundo.es](http://www.elmundo.es)

[www.abc.es](http://www.abc.es)

[www.eldiario.es](http://www.eldiario.es)

[www.publico.es](http://www.publico.es)