



## CIEE Seville, Spain

<b>Course name:</b>	Intensive Pre-Intermediate Spanish II
<b>Course number:</b>	SPAN 2504 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 per 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, to improve his/her ability to relate them to their corresponding communicative functions, and to 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

The student is supposed to have a Pre-Intermediate I level

### 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%

### **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 Forums and Quizzes. 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.

#### **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 or any other thematic line. 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.

#### **Exams**

The first and second exam will have the same structure. The exams will consist of several sections: grammar and lexicon, with activities similar to those seen in class, written essay, reading comprehension/listening comprehension, etc. The final format of each exam will depend on each professor's own criterion.

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 5-7-minute 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 essays/compositions in Spanish will result in an automatic failure.

## Weekly Schedule

<b>Day 1</b>	<b>Grammar:</b> Review of the present tense (regular and irregular verbs). <i>Estar + gerund. The gustar type- construction (encantar, dar miedo, etc.)</i>  <b>Functional Content:</b> Personal information. Talking about habits and difficulties <b>Reading:</b> <i>Usos de la gramática española. Nivel intermedio</i>
<b>Day 2</b>	<b>Grammar:</b> <i>Ser</i> and <i>estar</i> (difficult uses). Comparisons. Direct and Indirect object pronouns <b>Functional Content:</b> To identify, describe and define. To express physical and emotional sensations. <b>Reading:</b> <i>Usos de la gramática española. Nivel intermedio</i>
<b>Day 3</b>	<b>Grammar:</b> Present Perfect, preterits and pluperfect: uses and morphology. Contrasts Functional content: Habits, costumes and circumstances in the past. Narration vs. description in the past. Occurrence of a previous action earlier than another past one.



		Biographies, anecdotes, journal, journalist articles and literary texts <b>Reading:</b> <i>Usa de la gramática española. Nivel intermedio</i> Hand in 1st composition
<b>Day</b>	<b>4</b>	<b>Grammar:</b> Present of subjunctive; <i>(no) creo / pienso / parecer</i> + subjunctive <b>Functional content:</b> To express opinion. Cultural stereotypes (Spanish culture vs. American culture) <b>Reading:</b> <i>Usa de la gramática española. Nivel intermedio</i>
<b>Day</b>	<b>5</b>	Exam Review <b>Exam 1</b>
<b>Day</b>	<b>6</b>	<b>Grammar:</b> Present of subjunctive <i>(no) me gusta / molesta + infinitive / que</i> + present of subjunctive <i>Me parece + bien / mal, etc. + que</i> + present of subjunctive <i>Ojalá, es una pena / un problema/terrible, etc. + que</i> + subjunctive <i>(no) espero / quiero + infinitive / que</i> + present of subjunctive  <b>Functional Content:</b> To value situations and facts. To express wishes. Cultural stereotypes (Spanish culture vs. American culture). Bullfights <b>Reading:</b> <i>Usa de la gramática española. Nivel intermedio</i> Hand in 2 <sup>nd</sup> composition
<b>Day</b>	<b>7</b>	<b>Grammar:</b> The imperative form: use and morphology (affirmative and negative) <b>Functional Content:</b> To recommend and advise. To give instructions. To express commands. Spanish gastronomy <b>Reading:</b> <i>Usa de la gramática española. Nivel intermedio</i>
<b>Day</b>	<b>8</b>	<b>Grammar:</b> the future tense, the imperfect preterite of subjunctive, the conditional simple <b>Functional Content:</b> To express conditions <b>Reading:</b> <i>Usa de la gramática española. Nivel intermedio</i> Hand in 3rd composition
<b>Day</b>	<b>9</b>	<b>Grammar:</b> prepositions (difficult uses) <b>Functional Content:</b> a review of the contents covered in the course <b>Reading:</b> <i>Usa de la gramática española. Nivel intermedio</i>
<b>Day</b>	<b>10</b>	Exam Review <b>Exam 2</b>

### Course Materials

#### **Readings**

- Castro, Francisca. *Usa de la gramática española. Nivel intermedio*, Edelsa, Madrid, 2003.
- CIEE Study Center in Seville. *Habilidades que tengo... Ejercicios de gramática para estudiantes de E.L.E.*



- VV. AA.: *Aula 3: curso de español*, editorial Difusión, Barcelona, 2006.
- VV. AA.: *Cuadernos de ejercicios. Abanico*. Nueva edición. Nivel B2, editorial Difusión, Barcelona 2010.
- VV. AA.: *Gramática de uso del español. Teoría y práctica*. Varios niveles. SM, Madrid, 2009.
- *Aula 3: curso de español*, editorial Difusión, Barcelona, 2006.

*The below works are manuals for the practice of Spanish grammar on an individual basis. The purpose of the manuals is to practice the grammar points presented in class. As the manuals contain exercises based on repetition, fill in the blank, and relational activities, answer keys will be provided to the student. Students can also request assistance from the professor whenever necessary.*

Clave. Diccionario de uso del español actual. Ediciones SM

Gómez Torrego, Leonardo. *Gramática didáctica del español*. Madrid, Ediciones SM, 2002 (8ª edición)

Prado, Marcial. *Diccionario de Falsos Amigos Inglés-Español*. Gredos. Madrid. 2003

The professor will provide the student with the materials for in class work. The class does not have a prepared copy packet, as it tries to provide material that fits the language level of the overall group. The professor will review material daily, provide written texts, internet pages, etc. of current topics.

### **Dictionary**

*In addition to a bilingual dictionary, a monolingual dictionary (Spanish-Spanish) is also recommended:*

*Links of interest:*

[www.rae.es](http://www.rae.es) (diccionario de la Real Academia Española)

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

<http://iate.europa.eu> (diccionario europeo, recoge todas las lenguas de la UE. Muy exacto en la definición de términos y diferentes usos de los mismos)

[www.cvc.cervantes.es](http://www.cvc.cervantes.es) (página con diferentes prácticas on-line, textos, foros...sobre el español)

[www.zonaele.es](http://www.zonaele.es) (página de gran ayuda en cuestiones gramaticales, conjugaciones, irregularidades.

Todas las cuestiones están recogidas por orden alfabético)

*It is also recommended that students read a Spanish newspaper, printed or via Internet.*

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

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

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

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

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

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

### **Out of Class Activities**

Three out-of-class Activities will take place, each comprising of different Activities that will be decided upon by the professor.



### **Activity 1. Spanish Youth**

**Description:** interview 5 Spanish university students on an up-to-date topic (Spanish university system, job Outlook after finishing university studies, music tastes, youth and religion, youth and political environment, volunteerism, Spanish youth and the U.S., etc.)

**Approximate Duration: 2 hours**

**Assignment 1:** elaborate an interview questionnaire (10 questions) in the class room (*duration: 30 minutes*)

✓ **Due date: TBD**

**Assignment 2:** interview 5 Spanish students in pairs. (*duration: 2h*)

**Assignment 3:** Written composition, summarizing results of the interview (300 - 325 words. Please use Arial and double spaced).

✓ **Due date: TBD**

### **Activity 2. Getting to know the family and the neighborhood**

**Description:** Students will have to talk to their Spanish family and neighbors to learn about them and their neighborhood. Comparing their Spanish and American families.

**Approximate total duration: 2 hours**

**Assignment:** Written composition (narrative description) of their experience in Spain, the grammatical aspects that we have studied in class.

(325 - 350 words. Please use Arial and double spaced).

✓ **Due date: TBD**

### **Activity 3. Discovering Seville (gymkhana)**

**Description:** In groups, the students should look for a place in Sevilla related to one of its legends. The students must find out where it is by asking local residents.

**Estimated total duration of activity: 2 h**

**Assignment:** Your composition must include a very brief physical description of the places in Seville you see and go by on your way to the place where your "legend" is located.

(350 - 400 words. Please use Arial and double spaced).

✓ **Due date: TBD**