



CIEE Seville, Spain

Course name:	Intensive Advanced Spanish Grammar
Course number:	SPAN 3501 CSCS
Programs offering course:	Liberal Arts and Communication, New Media and Journalism – Spanish Programs
Language of instruction:	Spanish
U.S. semester credits:	3 credits
Contact hours:	45 hours
Term:	Spring 2020

Course Description

This course is designed as a review, reinforcement and expansion of grammatical content addressed in previous courses. The principal objective is to linguistically prepare the student for the various courses he or she will take throughout the semester via the perfection of Spanish language use in academic as well as everyday contexts.

Learning Objectives

The exploration of grammar will be realized in function of the different tasks the student will face in his or her university classes: to summarize, narrate, present, argue, formulate hypothesis, defend one's ideas, etc. Consequently, the course is designed to provide the student with the broad grammatical foundations which will permit clear, coherent and fluid communication in whichever linguistic environment. The reading and writing of a wide variety of texts (description, narration, exposition, etc.) will provide basic tools for the application and study of grammatical contents addressed in classes.

In accordance with the results of the OLPT (On-Line Language Placement Test) and the linguistic profile of the students, various sections of this course will be created with the final objective of homogeneity of skills and focusing the intensive session towards the specific needs of each group to learn, review, reinforce and improve.

Course Prerequisites

4 semesters of college-level Spanish. Students need to have a GPA of at least 2.5. 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 courses.

Methods of Instruction

The structure of the Intensive Session requires the continuous effort on behalf of the students. The introduction or review of grammatical content will be followed by the immediate application and connection with other grammatical aspects. The continuous recycling and absorption of grammatical content, as well as their continuous application, will result in a more extensive and profound understanding of the material.

The student will be provided with strategies to activate the grammatical, lexical and functional contents to be learned, which will result in greater linguistic and communicative competence.



Consequently, through different readings (literary texts, news articles, as well as audio-visual documents, etc.), the course objective is that the student reflect and apply different lexical, grammatical and functional aspects of Spanish.

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	15%
Papers (3)	20%
First exam	25%
Final exam	30%
Oral test	10%

Course requirements

Compositions: Students are expected to write 3 compositions throughout the course. These will be related to different field studies connected deeply with student's daily environment (Spanish sales, Spanish fresh food markets, Spanish TV, shopping in Seville, Sevillian people's likes and dislikes about music, Spanish educational system, etc.). Students can find all the requirements related to these compositions (length: 650 words, format, rubric, etc.) at the Canvas course.

Compositions' criteria: The compositions will be graded on different criteria: ability to research the suggested topic, adequacy to it, grammatical and lexical correctness, lexical variety, textual cohesion, etc. Each of the referred criteria will have a weigh of 20% out of the 100% of the final grade of each composition.

Compositions' calendar: Students are expected to observe the designed calendar to upload the compositions to Canvas. This calendar is compulsory of all the students registered in the course. Those compositions who might be uploaded out of the date and time fixed for it will not be accepted, and consequently, this will have a negative effect of the final grade of students.

Oral test: Students will have an oral interview on the final date of the course to assess their oral proficiency in the target language. Similarly, the criteria on which students will be evaluated at this skill revolve around these criteria (to see them in more detail visit the rubric created for oral proficiency assessment at the Canvas course): fluency, correctness, lexical variety, adequacy to the questions asked, ability to narrate and argue accurately in the L2, etc.

Class participation: Students are supposed to participate profusely during the class, which will imply a direct and active role during class discussions, debates that may arise through the course, competing the assigned exercise and quizzes for each class, etc.

Class structure

Aspects of Spanish Language: the subject will mainly deal with questions that students find most useful to address. The professor will evaluate the level of linguistic ability of each group and will



attend to their essential communication needs. The different grammatical aspects (tenses, pronouns, prepositions, etc.) and syntactic aspects of the Spanish language will be handled from a communicative perspective to speed up students' immersion in the Spanish culture and facilitate their acquisition process of the target language. This course will also help the student obtain a more extensive vocabulary and will help in the use of local expressions.

Aspects of Spanish Life Today: the professor will approach questions that deal with young people, the educational system, social and political system, modern history, current events, employment, the situation of women and minorities, holidays and social ceremonies, religion, customs, etc. We will also look at issues related to daily life such as family, social habits, time schedules, going out, personal relationships, etc. Different resources will be used to study these questions. The professor will ask the students to carry out activities (either individually or in a group) outside the classroom which will be discussed later in class (visits to exhibits, area of special cultural interests, interacting with people of their surroundings, go to the movies, etc.). The class will promote the documented study, analysis as well as debate of each topic, requiring the active participation of the student.

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.

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 honesty. Use of online translators for work in Spanish will result in an automatic failure.

Linguistic Resource Center

As this is a language course, use of the Writing Center services is not allowed.

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.



Session 1:

Linguistic competence: ● *ser and estar* + adjective ● Other uses of *ser* and *estar* ● Uses of *haber*

Pragmatic and sociocultural competence: ● **Description** ● A conversational guide

(See the quizzes and exercises created for this session at the Canvas course module)

Read pages 5-8 from *Apuntes de Gramática Española* and complete the pertinent exercises, pages 5-7, from *Ejercicios de Gramática Española*.

Session 2:

Linguistic competence: ● (*no*) *gustar* type- construction + noun /infinitive. ● *Gustar, parecer, caer*, etc. ● Forms and uses of the Present Perfect. ● *Llevar, hace /desde hace* (ongoingness)

Pragmatic and sociocultural competence: ● To express likes/preferences or lack of interest ● To talk about others ● To talk about a recent past or without any specific time reference ● To talk about for how long somebody has (not) been doing something.

(See the quizzes and exercises created for this session at the Canvas course module)

Read pages 10-13 from *Apuntes de Gramática Española* and complete the pertinent exercises, pages 9-11, from *Ejercicios de Gramática Española*.

Session 3:

Linguistic competence: ● Forms and uses of the Imperfect. Indirect speech ● Forms and uses of the Preterite.

Pragmatic and sociocultural competence: ● To describe the past ● To talk about frequent, continuous or anticipated actions in the past. ● To transmit what other speakers said ● To talk about actions happening once, for a limited period or implying a change in the past.

(to hand in [upload] the 1st composition)

(See the quizzes and exercises created for this session at the Canvas course module)

Read pages 14-17 from *Apuntes de Gramática Española* and complete the pertinent exercises, pages 13-15, from *Ejercicios de Gramática Española*.

To hand in (upload to Canvas) the first composition

Session 4:

Linguistic competence: ● Forms and uses of the Past Perfect ● A contrast of the Spanish past tenses ● The Present Perfect, the Past Perfect, the Imperfect and the Preterite ● Narration.

Pragmatic and sociocultural competence: ● To describe the past ● To talk about frequent, continuous or anticipated actions in the past ● To transmit what other speakers said ● To talk about actions happening once, for a limited period of time or implying a shift in the past.

(See the quizzes and exercises created for this session at the Canvas course module)

Read pages 20-25 from *Apuntes de Gramática Española* and complete the pertinent exercises, pages 18-21, from *Ejercicios de Gramática Española*.

Session 5:

General review

First exam



Session 6:

Linguistic competence: • (No) *Quiero / espero* + infinitive/ *que* + present of subjunctive • (No) *me gusta/molesta* + infinitive/ *que* + present of subjunctive

Pragmatic and sociocultural competence: • To express feelings and wishes
(to hand in [upload] the 2nd composition)

(See the quizzes and exercises created for this session at the Canvas course module)

Read pages 27-30 from *Apuntes de Gramática Española* and complete the pertinent exercises, pages 22-25, from *Ejercicio de Gramática Española*.

To hand in (upload to Canvas) the second composition

Session 7:

Linguistic competence: • Impersonal: *se /uno/la gente* (2nd-3rd person singular) • (No) *creo/ es verdad que* + indicative/ subjunctive • *Es posible/ quizás/ a lo mejor* + indicative/ subjunctive

Linguistic competence: to make general observations about what people do • To express agreement and disagreement, to discuss, to argue • To express a hypothesis

(See the quizzes and exercises created for this session at the Canvas course module)

Read pages 31-35 from *Apuntes de Gramática Española* and complete the pertinent exercises, pages 26-28, from *Ejercicios de Gramática Española*.

Session 8:

Linguistic competence: • Structures to express suggestions, advice, etc. (*Te recomiendo /aconsejo/es mejor-necesario* + infinitive / *que* + subjunctive • Purpose clauses (*para* + infinitive / *que*+ subjunctive • *Por* and *para*: uses

Pragmatic and sociocultural competence: • To give instructions, commands, advice • To express purpose and cause

To hand in (upload to Canvas) the third composition

(to hand [upload] in the 3rd composition)

(See the quizzes and exercises created for this session at the Canvas course module)

Read pages 36-40 from *Apuntes de Gramática Española* and complete the pertinent exercises, pages 29-33, from *Ejercicios de Gramática Española*.

Session 9:

Linguistic competence: *Cuando/ tan pronto como/ hasta que* + present of subjunctive • *Si/ con tal de-siempre-a menos que* + indicative/ subjunctive • *Aunque* + indicative/ subjunctive

Competencia pragmática y sociocultural: • How to refer to the future express conditions • Expressing conditions and concession

(See the quizzes and exercises created for this session at the Canvas course module)

Read pages 41-45 from *Apuntes de Gramática Española* and complete the pertinent exercises, pages 34-37, from *Ejercicios de Gramática Española*.

Session 10:

Final exam



Oral test

Course Materials

Readings

Rodríguez García, Antonio. *Apuntes de Gramática Española* (booklet of photocopies)

Rodríguez García, Antonio. *Ejercicios de Gramática Española* (booklet of photocopies)