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## CIEE Barcelona, Spain

<b>Course name:</b>	Beginning Spanish
<b>Course number:</b>	SPAN 1001 BASP
<b>Programs offering course:</b>	Barcelona Architecture and Design, Barcelona Business and Culture, Barcelona Economics and Culture, Barcelona Global Architecture and Design
<b>Language of instruction:</b>	Spanish
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Spring 2019

### Course Description

This is a beginning Spanish language course corresponding to level **A1** of the Common European Framework of Reference for Languages (CEFR) and **Novice Low** of the American Council on the Teaching of Foreign Languages (ACTFL). Its aim is to help novice users of the language become basic users.

### Learning Objectives

The goal of the course is the development of writing and speaking abilities in Spanish in a beginning level. In particular, by the end of the course the student is expected to reach the following goals:

- **Listening:** be able to recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
- **Reading:** be able to understand familiar names, words and very simple sentences, for example on notices and posters.
- **Spoken interaction:** be able to interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or very familiar topics.
- **Spoken production:** be able to use simple phrases and sentences to describe where I live and people I know.
- **Writing:** be able to write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.



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## **Course Prerequisites**

Online placement test and onsite test (written test and oral interview).

## **Methods of Instruction**

The course follows a communicative approach and covers all five language skills: spoken interaction, spoken production, writing, reading and listening, with an emphasis on developing oral and written interaction. In addition to regular classes, the course includes fieldtrips and language exchange activities to help students develop their intercultural competence. Attendance to fieldtrips is mandatory.

### **Fieldtrips**

Every Spanish course includes at least one field-trip that offers insights into different aspects of Spanish and Catalanian culture. Fieldtrips attempt to cover three dimensions of culture: (i) the organization of the city (streets, buildings, neighborhoods, monuments, etc.), (ii) everyday life (bars, restaurants, local markets, etc.) and (iii) official culture (history, arts, politics, etc.). After their visit students must complete a written assignment for their Spanish course with information gathered during the field-trip plus readings previously distributed in class.

### **Language exchange**

Language exchange activities take part in a popular bar close to our study center, where a group of CIEE students and local students meet for spending a two hours relaxed time. The language activity will be part of the participation grade.

## **Assessment and Final Grade**

The final grade will be a compilation of the following methods of assessment:

1. Midterm exam:	20%
2. Final exam:	30%
3. Oral tasks:	20%
4. Written tasks:	20%
5. Class participation:	10%

## **Course Requirements**

### **Exams (midterm and final)**

The midterm and final exams are cumulative; this means that they consist of all the materials studied up to that point. Each exam will likely contain all of the following components: a) Grammar and Vocabulary



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(20%), b) Reading comprehension (15%), c) Writing (15%), d) Listening comprehension (20%) and e) Speaking (30%).

### **Oral tasks**

On designated dates during the semester the student will have to present two oral tasks:

Oral presentation: This is an individual, out-of-class assessment. Students will record a description about their city. Each presentation should last up to 2 minutes. The assessment will consider linguistic competence (lexical competence, grammatical competence, phonological competence) but also pragmatic competences (coherence and cohesion, thematic development, fluency).

Oral interaction: This is a group, out-of-class assessment. Students will prepare a conversation in which they order dishes, ask about the ingredients, give information about the dishes... The conversation should last about 5 minutes, and will be recorded and sent to the professor. The assessment will consider linguistic competence (lexical competence, grammatical competence, phonological competence), sociolinguistic competence and also pragmatic competences (coherence and cohesion, thematic development, turn-taking, fluency).

### **Written tasks**

Students will have two composition themes/genres. The **two** compositions will be written on topics related to course materials. The composition grade will be the average of the two marks.

Written tasks will be graded on the following four parameters: (i) content, (ii) adequacy, (iii) coherence and cohesion, and (iv) grammar and vocabulary. Instructors will return the task to the student indicating, where possible, linguistic errors, which must be revised and turned in again to be reviewed. The first version will not contain a grade; the second version will be graded. Both versions are mandatory in order to obtain a final grade. Late assignments will be marked down 5 points (out of 100 **on the CIEE grade scale**) after each day.

### **Class participation**

Participation in class will consider:

- Homework
- Active and effective volunteering and oral participation in class
- Canvas participation (quizzes, activities and forums)

### **Extra credit**

In order to increase your final grade 5 points (out of 100 on the CIEE grade scale), you have to read a Spanish book and make a series of exercises about it. The book will be assigned by your Spanish professor according to your language level. The activities will be delivered before the last day of class.



No late work and handwritten activities will be accepted. **If you miss more than 3 classes, you cannot ask for an extra credit.**

### **CIEE Barcelona Attendance Policy**

Students are expected to attend all scheduled class sessions on time and be prepared for the day's class activities. CIEE does not distinguish between justified or unjustified absences, whether due to sickness, personal emergency, inevitable transportation delay and/or other impediments. You are considered responsible of managing your own absences. Please keep in mind that exams, paper submission dates, presentations and any other course work deadlines cannot be changed.

No academic penalty will be applied if students miss up to 3 class sessions. If students miss up to 6 class sessions, students' final course grade will drop 5 points out of 100 on the CIEE grade scale for each additional absence beyond 3 (for example a 95 will become a 90 if they reach the 4th absence, and an 85 if they reach the 5th absence). **Students will automatically fail the course if they miss more than 20% of total class hours (i.e. if they exceed 6 absences).**

For students who miss up to 20% of the total course hours due to extenuating circumstances, the Academic Director may allow for exceptions to the local attendance policy based on documentation such as proof of bereavement, religious observances, hospitalization etc.

Students arriving more than 10 minutes late to the class will be considered absent for a day

### **Weekly Schedule**

#### **Week 1**

1.1

#### **Placement test**

Introduction to class: ask about words.  
Syllabus and course content  
Course Materials: Corpas *et al.* (2016: 8-10)

1.2

#### **Giving personal information (I)**

Communicative resources: giving personal information, greetings, resources to ask about words.  
Grammatical resources: noun gender, conjugation, *ser*, *tener* and *llamarse*.  
Lexical resources: numbers, nationalities, professions, the alphabet.  
Course Materials: Corpas *et al.* (2016: 10-21; 120-125)

#### **Week 2**

2.1

#### **Giving personal information (II)**

Communicative resources: giving personal information, greetings, resources to ask about words.  
Grammatical resources: noun gender, conjugation, *ser*, *tener* and *llamarse*.  
Lexical resources: numbers, nationalities, professions, the alphabet.

Course Materials: Corpas *et al.* (2016: 10-21; 120-125)

**Submission deadline Canvas Discussion: Introduce yourself**

2.2

**Living in Barcelona: survival phrases**

Communicative resources: interactions at the bar, asking about prices, expressing feelings, asking information to get to a place.

**Submission deadline: Canvas Quiz 1**

**Week 3**

3.1

**Expressing intentions and reasons (I)**

Communicative resources: expressing intentions, expressing degree (*bien, bastante bien, regular, mal*), explaining reasons.

Grammatical resources: present indicative, article (*el, la, los, las*), some uses of prepositions and connectors (*a, con, de, por, para, porque y ni*).

Lexical resources: languages, hobbies, class activities.

Course Materials: Corpas *et al.* (2016: 22-33; 126-131)

3.2

**Expressing intentions and reasons (III)**

Communicative resources: expressing intentions, expressing degree (*bien, bastante bien, regular, mal*), explaining reasons.

Grammatical resources: present indicative, some irregulars verbs in present indicative (*querer, tener*), article (*el, la, los, las*), some uses of prepositions and connectors (*a, con, de, por, para, porque y ni*).

Lexical resources: languages, hobbies, class activities.

Course Materials: Corpas *et al.* (2016: 22-33; 126-131)

**Week 4**

4.1

**Expressing intentions and reasons (IV)**

Communicative resources: expressing intentions, expressing degree (*bien, bastante bien, regular, mal*), explaining reasons.

Grammatical resources: present indicative, some irregulars verbs in present indicative (*querer, tener*), article (*el, la, los, las*), some uses of prepositions and connectors (*a, con, de, por, para, porque y ni*).

Lexical resources: languages, hobbies, class activities.

Course Materials: Corpas *et al.* (2016: 22-33; 126-131)

**Submission Deadline Written task 1 version1**

4.2

**Describing cities and weather (I)**

Communicative resources: describing places and cities, expressing existence and location, talking about the weather.

Grammatical resources: impersonal verb *hay* to express existence and irregular verb in present tense *estar* to express location, interrogatives (*qué, cuál, cuántos, cuántas, dónde, cómo*), indefinite articles (*un, una, unos, unas*), quantifiers (*muy, mucho, mucha, muchos, muchas*), impersonal verbs to talk about the weather (*llueve, nieva, hace calor, hace frío*)

Lexical resources: geography, seasons, numbers from one hundred to one million  
 Course Materials: Corpas *et al.* (2016: 34-45; 132-137)

**Submission deadline: Canvas Quiz 2**

**Week 5**

5.1

**Describing cities and weather (II)**

Communicative resources: describing places and cities, expressing existence and location, talking about the weather.

Grammatical resources: impersonal verb *hay* to express existence and irregular verb in present tense *estar* to express location, interrogatives (*qué, cuál, cuántos, cuántas, dónde, cómo*), indefinite articles (*un, una, unos, unas*), quantifiers (*muy, mucho, mucha, muchos, muchas*), impersonal verbs to talk about the weather (*llueve, nieva, hace calor, hace frío*)

Lexical resources: geography, seasons, numbers from one hundred to one million  
 Course Materials: Corpas *et al.* (2016: 34-45; 132-137)

**Submission deadline Written task 1 version 2**

5.2

**Describing cities and weather (III)**

Communicative resources: describing places and cities, expressing existence and location, talking about the weather.

Grammatical resources: impersonal verb *hay* to express existence and irregular verb in present tense *estar* to express location, interrogatives (*qué, cuál, cuántos, cuántas, dónde, cómo*), indefinite articles (*un, una, unos, unas*), quantifiers (*muy, mucho, mucha, muchos, muchas*), impersonal verbs to talk about the weather (*llueve, nieva, hace calor, hace frío*)

Lexical resources: geography, seasons, numbers from one hundred to one million  
 Course Materials: Corpas *et al.* (2016: 34-45; 132-137)

**Submission deadline Canvas Quiz 3**

**Week 6**

6.1

**Describing cities and weather (IV)**

Communicative resources: describing places and cities, expressing existence and location, talking about the weather.

Grammatical resources: impersonal verb *hay* to express existence and irregular verb in present tense *estar* to express location, interrogatives (*qué, cuál, cuántos, cuántas, dónde, cómo*), indefinite articles (*un, una, unos, unas*), quantifiers (*muy, mucho, mucha, muchos, muchas*), impersonal verbs to talk about the weather (*llueve, nieva, hace calor, hace frío*)

Lexical resources: geography, seasons, numbers from one hundred to one million  
 Course Materials: Corpas *et al.* (2016: 34-45; 132-137)

**Submission deadline Oral task 1**

6.2

**Review for the mid-term exam**

**Week 7**

7.1

**Written Mid-term exam**

7.2

**Oral Mid-term exam**

**Week 8**

8.1

**Expressing preferences and describing objects (I)**

Communicative resources: describing objects, expressing needs, expressing preferences, interactions in shops, asking about prices

Grammatical resources: interrogatives, *el, la, los, las* + adjective, present irregulars verbs *preferir, ir, and costar*

Lexical resources: numbers, colors, clothes, daily use objects.

Course Materials: Corpas *et al.* (2016: 46-57; 138-143)

**Submission deadline Canvas Discussion 2: My favorite place in the city**

8.2

**Expressing preferences and describing objects (II)**

Communicative resources: describing objects, expressing needs, expressing preferences, interactions in shops, asking about prices

Grammatical resources: interrogatives, *el, la, los, las* + adjective, present irregulars verbs *preferir, ir, and costar*

Lexical resources: numbers, colors, clothes, daily use objects.

Course Materials: Corpas *et al.* (2016: 46-57; 138-143)

**Submission deadline Canvas Quiz 4**

**Week 9**

9.1

**Expressing preferences and describing objects (III)**

Communicative resources: describing objects, expressing needs, expressing preferences, interactions in shops, asking about prices

Grammatical resources: interrogatives, *el, la, los, las* + adjective, present irregulars verbs *preferir, ir, and costar*

Lexical resources: numbers, colors, clothes, daily use objects.

Course Materials: Corpas *et al.* (2016: 46-57; 138-143)

9.2

**Interactions in restaurants (I)**

Communicative resources: interactions in restaurants, asking and giving information about food. Expressing likes and dislikes. Ask about likes.

Grammatical resources: verbs *poner* and *traer*, verb *gustar*, *también/tampoco*.

Lexical resources: meals, food.

Course Materials: Corpas *et al.* (2016: 82-93; 156-151)

**Submission deadline Canvas Quiz 5**

**Week 10**

10.1

**Interactions in restaurants (II)**

Communicative resources: interactions in restaurants, asking and giving information about food. Expressing likes and dislikes. Ask about likes.

Grammatical resources: verbs *poner* and *traer*, verb *gustar*, *también/tampoco*.  
 Lexical resources: meals, food.  
 Course Materials: Corpas *et al.* (2016: 82-93; 156-151)

10.2

**Interactions in restaurants (III)**

Communicative resources: interactions in restaurants, asking and giving information about food. Expressing likes and dislikes. Ask about likes.  
 Grammatical resources: verbs *poner* and *traer*, verb *gustar*, *también/tampoco*.  
 Lexical resources: meals, food.  
 Course Materials: Corpas *et al.* (2016: 82-93; 156-151)

**Submission deadline Oral task 2**

**Language Exchange Activity**

**Week 11**

11.1

**Fieldtrip to the market**

**Submission deadline Canvas Quiz 6**

11.2

**Describing people (I)**

Communicative resources: describing people's aspect and character. Talk about personal relations.  
 Grammatical resources: possessives, quantifiers (*muy*, *bastante*, *un poco*).  
 Lexical resources: family, character, hobbies.  
 Course Materials: Corpas *et al.* (2016: 58-69; 144-149)

**Week 12**

12.1

**Describing people (II)**

Communicative resources: describing people's aspect and character. Talk about personal relations.  
 Grammatical resources: possessives, quantifiers (*muy*, *bastante*, *un poco*).  
 Lexical resources: family, character, hobbies.  
 Course Materials: Corpas *et al.* (2016: 58-69; 144-149)

**Submission deadline Canvas Discussion 3: An important person for me**

12.2

**Describing people (III)**

Communicative resources: describing people's aspect and character. Talk about personal relations.  
 Grammatical resources: possessives, quantifiers (*muy*, *bastante*, *un poco*).  
 Lexical resources: family, character, hobbies.  
 Course Materials: Corpas *et al.* (2016: 58-69; 144-149)

**Submission Deadline Written task 2 version1**

**Week 13**

13.1

**Describing daily routines (I)**

Communicative resources: Describing daily routines, expressing frequency, the time.

Grammatical resources: present indicative (regular and irregular), sequence actions (*primero, después, luego*).

Lexical resources: days of the week, parts of the day, daily activities.

Course Materials: Corpas *et al.* (2016: 70-81; 150-155)

13.2

**Describing daily routines (II)**

Communicative resources: Describing daily routines, expressing frequency, the time.

Grammatical resources: present indicative (regular and irregular), sequence actions (*primero, después, luego*).

Lexical resources: days of the week, parts of the day, daily activities.

Course Materials: Corpas *et al.* (2016: 70-81; 150-155)

**Submission Deadline Written task 2 version2**

**Week 14**

14.1

**Describing daily routines (III)**

Communicative resources: Describing daily routines, expressing frequency, the time.

Grammatical resources: present indicative (regular and irregular), sequence actions (*primero, después, luego*).

Lexical resources: days of the week, parts of the day, daily activities.

Course Materials: Corpas *et al.* (2016: 70-81; 150-155)

**Submission deadline Canvas Quiz 7**

14.2

**Review for the final exam**

**Week 15**

15.1

**Written Final exam**

15.2

**Oral final exam**

**Readings**

Corpas, J.; Garmendia, A.; García, E.; Sans, N. (2014): Aula 1. Nueva Edición. Curso de español A1. Barcelona: Difusión.

Rodríguez, E. (2015): Un día en Barcelona: Difusión.