



## CIEE Barcelona, Spain

<b>Course name:</b>	Advanced Spanish Grammar for Academic Discourse
<b>Course number:</b>	SPAN 3005 BASP
<b>Programs offering course:</b>	Barcelona Liberal Arts
<b>Language of instruction:</b>	Spanish
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Spring 2020

### Course Description

This is an advanced Spanish language course corresponding to level **B2** of the Common European Framework of Reference for Languages (CEFR) and **Advanced Mid-High** of the American Council on the Teaching of Foreign Languages (ACTFL). Its aim is to help independent users of the language become proficient users. Advanced Spanish for the Academic Discourse is a course for students who need to improve their language skills to be able to take classes in Spanish in a local institution, to read literature, take tests, write papers and do oral presentations in Spanish. It is an instrumental language course that focuses specifically on the academic use of Spanish.

### Learning Objectives

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

- Listening: be able to understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar, most TV news and current affairs programs, and films in standard dialect.
- Reading: be able to read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.
- Spoken interaction: be able to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible and take an active part in discussion in familiar contexts, accounting for and sustaining his or her views.
- Spoken production: be able to present clear, detailed descriptions on a wide range of subjects related to his/her field of interest, and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Writing: be able to write clear, detailed text on a wide range of subjects related to his/her interests, an essay or report, passing on information or giving reasons in support of or against a particular point of view, and letters highlighting the personal significance of events and experiences. At the end of the course, students will have the necessary tools to construct a brief academic text (exam, comment, class activity) with these characteristics: planned, correct, adequate and effective.

### Course Prerequisites



4 semesters of college-level Spanish (or equivalent).

### **Methods of Instruction**

This course is taught following the method of communicative language teaching, and is focused on text understanding and production, either oral or written. The course consists of three thematic units: description, narration, and exposition. Each unit comprehends four sessions, approximately. The classes combine:

- Understanding and analyzing oral or written examples of language.
- Introduction, explanation and grammar content practice.
- Production of oral and written texts.

### **Language exchange**

Students taking this course must attend a language exchange activity, where a group of CIEE students and local students meet for two hours of informal conversation.

### **Assessment and Final Grade**

The assessment is based in the following aspects: class participation, two written compositions, oral presentation and two exams:

1.	Midterm exam:	25%
2.	Final exam:	25%
3.	Oral tasks:	20%
4.	Written compositions:	20%
5.	Class participation and homework:	10%

### **Course Requirements**

#### **Midterm and final exams**

The midterm and final exams will likely contain all of the following components: a) Grammar and Vocabulary b) Reading comprehension, c) Writing

#### **Oral tasks**

There will be a debate and a final oral presentation about a cultural aspect. Presentation should last up to 10 minutes. Students will be asked to supplement their presentations with Power Point. Each presentation will be followed by a short question and answer session.

- Oral debate: On designated dates during the course the student will have to present different arguments about a topic related to a specific theme that will be assigned to him/her by the instructor. Each group defends a different point of view regarding to a polemic theme.
- Oral presentation: On designated dates during the course the student will have to present a topic



related to a specific theme that will be assigned to him/her by the instructor. Each presentation should last up to 10 minutes. Students will be asked to supplement their presentations with Power Point. Each presentation will be followed by a short question and answer session.

### **Written compositions**

Compositions will be written on topics related to course materials. Students will write three compositions of 1.5 to 2 pages. The composition will be a formal letter, an argumentative text, and an expository text. There will be a first draft which professor will correct with the correcting code and the final version. The final grade will be the average between the first draft and the final version. Every composition will be evaluated as follows:

Grammar:40%

- Style:20%
- Organization:20%
- Content:20%

### Correcting code

All compositions, exams, exercises will be corrected with the following correcting code:

a = *acento* (accent mark)

c = *concordancia* (agreement)

o = *ortografía* (spelling)

t = *tiempo verbal* (verb tense)

f= *forma* (incorrect form: adjective instead of noun, etc.)

s = *sujeto* (verb conjugated for the incorrect subject)

v = *vocabulario* (vocabulary)

x = *falta algo* (something is missing)

s/e = *ser* and *estar*

pas= *pretérito/imperfecto* (use of past tenses)

pp = *preposiciones* (prepositions)

m = modo indicativo-subjuntivo (modo indicative-subjunctive)

### Plagiarism

Any copy or reproduction of a text that is not yours is considered plagiarism. You CAN NOT use any kind of translation device or websites such as spanishdict.com to write your compositions, only dictionaries such as wordreference.com. It is NOT allowed to have your compositions proof read by a native speaker. In case your professor detects you have used translation websites or native speakers to write or proof read your composition, you will get a 0.

### **Class Participation and homework**

Participation in class will be evaluated as follows:

A - Active and effective volunteering and oral participation in class, individual, with groups and with partners. NO ENGLISH.

B - Some volunteering in class, effective and active work with partners. NO ENGLISH.

C - Few responses in class but effective and active works with partners.

D - Concentrating on material presented, ineffective work with partners.

F - Almost no speaking or involvement in class activities.



### **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 5 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 5 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 Course introduction: Living in Barcelona: everyday interactions  
Introduction to class (syllabus and course content)
  
- 1.2 Field trip: Market

#### **Week 2**

- 2.1 Describing past events  
Communicative resources: relating anecdotes in the past and reacting when hearing an anecdote; expressing cause and consequence.  
Course Materials: Corpas *et al.* 2014. Unit 3
  
- 2.2 Grammatical resources: past perfect of indicative; all past tenses combined (*que, de modo que, etc.*).  
Lexical resources: trips and tourism.  
Course Materials: Corpas *et al.* 2014. Unit 3

#### **Week 2**

- 3.1 Describing past events  
Communicative resources: relating anecdotes in the past and reacting when hearing an anecdote; expressing cause and consequence.  
Course Materials: Corpas *et al.* 2014. Unit 3

- 3.2 Grammatical resources: past perfect of indicative; all past tenses combined (*que, de modo que, etc.*).  
 Lexical resources: trips and tourism.  
 Course Materials: Corpas *et al.* 2014. Unit 3

#### Week 4

- 4.1 Expressing wishes  
 Communicative resources: expressing needs and demands; reporting social problems and suggesting solutions.  
 Course Materials: Corpas *et al.* 2014. Unit 2
- 4.2 Grammatical resources: subjunctive with verbs related to needs, demands, wishes; subjunctive with temporal constructions.  
 Lexical resources: politics and society; education.  
 Instruction for written task 1  
 Course Materials: Corpas *et al.* 2014. Unit 2

#### Week 5

- 5.1 Argumentation-Debate  
 Communicative resources: expressing interests and feelings; expressing disagreement.  
 Course Materials: Corpas *et al.* 2014. Unit 2
- 5.2 Grammatical resources: subjunctive with verbs related to feelings.  
 Lexical resources: vocabulary related to feelings, interests and disagreement.  
 10<sup>th</sup>: Submission deadline Written task 1 version 1  
 Course Materials: Corpas *et al.* 2014. Unit 2

#### Week 6

- 6.1 Argumentation-Debate  
 Communicative resources: expressing interests and feelings; expressing disagreement.  
 Course Materials: VVAA. 2007. Unit 2
- 6.2 Grammatical resources: subjunctive with verbs related to feelings.  
 Lexical resources: vocabulary related to feelings, interests and disagreement.  
 17<sup>th</sup>: Submission deadline Written task 1 version 2  
 Instruction for oral task 1  
 Course Materials: VVAA. 2006. Unit 7

#### Week 7

- 7.1 Written mid-term exam
- 7.2 Debate-Oral mid-term exam

**Week 8**

- 8.1 Expressing feelings  
Communicative resources: expressing feelings. Subjunctive versus indicative  
Course Materials: Corpas *et al.* 2014. Unit 4
- 8.2 Grammatical resources: superlatives; indicative and subjunctive with relative sentences.  
Lexical resources: design  
Instruction for written task 2  
Course Materials: Corpas *et al.* 2014. Unit 4

**Week 9**

- 9.1 Exposition Communicative resources: describing and giving opinion about objects.  
Grammatical resources: superlatives; indicative and subjunctive with relative sentences.  
Course Materials: Corpas *et al.* 2014. Unit 5
- 9.2 Lexical resources: design  
Submission deadline for written task 2 version 1  
Course Materials: Corpas *et al.* 2014. Unit 5

**Week 10**

- 10.1 Exposition  
Communicative resources: describing and giving opinion about objects.  
Grammatical resources: superlatives; indicative and subjunctive with relative sentences.  
Course Materials: Corpas *et al.* 2014. Unit 5
- 10.2 Lexical resources: design  
Submission deadline for written task 2 version 2  
Course Materials: Corpas *et al.* 2014. Unit 5

**Week 11**

- 11.1 Expressing hypothesis  
Communicative resources: expressing hypothesis.  
Grammatical resources: subjunctive imperfect and conditional for expressing hypothesis.  
Instruction for written task 3  
Course Materials: Corpas *et al.* 2015. Unit 6
- 11.2 Lexical resources: suppositions.  
Course Materials: Corpas *et al.* 2015. Unit 6

**Week 12**

- 12.1 Expressing hypothesis



Communicative resources: expressing hypothesis.  
Grammatical resources: subjunctive imperfect and conditional for expressing hypothesis.  
Submission deadline for written task 3 version 1  
Course Materials: Corpas *et al.* 2015. Unit 6

12.2 Lexical resources: suppositions.  
Instruction for written task 3  
Course Materials: Corpas *et al.* 2015. Unit 6

### **Week 13**

13.1 Certainty/ uncertainty  
Communicative resources: expressing hypothesis and certainty/uncertainty.  
Submission deadline for written task 3 version 2.  
Instructions for oral final presentation  
Course Materials: Corpas *et al.* 2015. Unit 7

13.2 Grammatical resources: special uses of the *conditional* and the future tense; indicative and subjunctive (present and past) for expressing different levels of certainty.  
Course Materials: Corpas *et al.* 2015. Unit 7

### **Week 14**

14.1 Exam review

14.2 Oral final presentation  
Submission deadline for written task 3 version 2

### **Week 15**

15.1 Written final exam

## **Course Materials**

### ***Readings***

The professor will provide students with the materials needed for the course. These materials are taken from the following textbooks of Spanish:

CORPAS, Jaime, et al. Aula 4. Curso de español. Barcelona: Editorial Difusión, 2014  
CORPAS, Jaime, et al. Aula 5. Curso de español. Barcelona: Editorial Difusión, 2015  
VVAA. Abanico. Curso Avanzado de Español Lengua Extranjera. Barcelona: Editorial Difusión, 2007  
VVAA. El ventilador. Curso de español de nivel superior. Barcelona: Editorial Difusión, 2006