



## CIEE Barcelona, Spain

<b>Course name:</b>	Advanced Spanish Grammar, Composition, and Conversation III
<b>Course number:</b>	SPAN 4002 BASP
<b>Programs offering course:</b>	Barcelona Business and Culture, Barcelona Economics and Culture, Barcelona Global Architecture and Design
<b>Language of instruction:</b>	Spanish
<b>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 B2.1 of the Common European Framework of Reference for Languages (CEFR) and Advanced 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.

### 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 concerning 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 my 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.

### Course Prerequisites

Online placement test and onsite oral interview.



## **Methods of Instruction**

The course follows a communicative approach and cover all five language activities: 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 and language exchange activities is mandatory.

### **Fieldtrips**

Every Spanish course includes at least three field-trips that offer 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 exchange activity will be part of the participation grade.

## **Assessment and Final Grade**

The final grade will be an average of the following methods of assessment:

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

## **Course Requirements**

### **Exams (mid-term and final)**

The mid-term and final exams are cumulative; that is to say 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 (20%), b) Reading comprehension (15%), c) Writing (15%), d) Listening comprehension (20%) and e) Speaking (30%).

### **Oral tasks**

Oral interview: This is an individual, out-of-class assessment. Students will choose a native Spanish speaker and will prepare an interview that they will record and send to the instructor. In addition to the recording, students will prepare a written version of the interview, selecting the most relevant parts



of the conversation. The assessment will consider linguistic competence (grammar, vocabulary, pronunciation) but also communicative competence (fluency, interaction) and style.

Oral presentation: On designated dates during the semester (weeks 11 to 14) 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 tasks**

Students will have four composition themes/genres. Three written tasks will be related to course fieldtrips and language exchange activities: (i) local market, (ii) scavenger hunt and (iii) language exchange. Students must attend fieldtrips and language exchange activities in order to obtain the information required for fulfilling the written task. In addition, one composition will be written on topics related to course materials. The composition grade will be the average of the four 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 for both versions will be marked down 0.5 (out of ten in the Spanish grade scale) after each day.

### **Class Participation**

Taking an active participation in the course is important and, therefore, it counts as part of the final grade. Class participation includes: Active and effective volunteering and oral participation in class homework, quizzes, Canvas forum and vocabulary.

### **Extra credit**

In order to increase your final grade 5 points (out of 100 on the US 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, usually the short novel *Relato de un naufrago* (García Márquez, G., 1970) The deadline for submitting the activities will be a week before the last day of class. No late work and handwritten activities will be accepted. If you miss more than 3 classes, access to extra credit is not a possibility.

### **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 **Course introduction: Living in Barcelona: everyday interactions (I)**  
Written and oral level test.
- 1.2 **Course introduction: Living in Barcelona: everyday interactions (II)**  
Introduction to class: syllabus and course content.  
Surviving in Barcelona: Politeness: greetings, requests and permission.  
Lexical resources: travelling: directions, public transports and services.  
Transactions: shops, markets and restaurants.  
Course materials: booklet of activities provided in class

#### **Week 2**

- 2.1 **Understanding the news (I)**  
Communicative resources: understand the news.  
Grammatical resources: past tenses, passive and impersonal constructions.  
Lexical resources: politics, arts, sports, verbs of saying, media.  
Course materials: Corpas *et al.* (2007: 8-10;92-93)
- 2.2 **Understanding the news (II)**  
Communicative resources: understand the news.  
Grammatical resources: past tenses, passive and impersonal constructions.  
Lexical resources: politics, arts, sports, verbs of saying, media.  
Course materials: Corpas *et al.* (2007: 11-13; 94-95)

#### **Week 3**

- 3.1 **Understanding the news (III)**  
Communicative resources: understand the news.  
Grammatical resources: past tenses, passive and impersonal constructions.  
Lexical resources: politics, arts, sports, verbs of saying, media.  
Course materials: Corpas *et al.* (2007:14-16; 96)  
**Instruction for written task 1**  
**Language Exchange Bar Coco Vail 9:30pm**
- 3.2 **Understanding the news (IV)**

Communicative resources: understand the news.  
 Grammatical resources: past tenses, passive and impersonal constructions.  
 Lexical resources: politics, arts, sports, verbs of saying, media.  
 Course materials: Corpas *et al.* (2007:17-19; 97)

## Week 4

4.1

### Expressing conditions (I)

Communicative resources: express conditions, refer to previous discourse.  
 Grammatical resources: complex conditional connectives (*a no ser que, en caso de que, etc.*), neuter pronouns (*lo, eso*), discourse markers (*primero, segundo, etc.*).  
 Lexical resources: cities and towns, job conditions.  
 Course materials: Corpas *et al.* (2007: 22-25; 98-99)  
 Submission Written task 2 version 1

4.2

### Expressing conditions (II)

Communicative resources: express conditions, refer to previous discourse.  
 Grammatical resources: complex conditional connectives (*a no ser que, en caso de que, etc.*), neuter pronouns (*lo, eso*), discourse markers (*primero, segundo, etc.*).  
 Lexical resources: cities and towns, job conditions.  
 Course materials: Corpas *et al.* (2007: 26-29; 100-101)

## Week 5

5.1

### Expressing conditions (III)

Communicative resources: express conditions, refer to previous discourse.  
 Grammatical resources: complex conditional connectives (*a no ser que, en caso de que, etc.*), neuter pronouns (*lo, eso*), discourse markers (*primero, segundo, etc.*).  
 Lexical resources: cities and towns, job conditions.  
 Course materials: Corpas *et al.* (2007: 30-35; 102-103)  
 Submission Written task 1 version 2  
 Instructions for oral task 1

5.2

### Giving advice (I)

Communicative resources: give advice, express lack of awareness, express wishes, express imaginary situations.  
 Grammatical resources: past subjunctive with expressions of advice, conditional with expressions of wish and condition.  
 Lexical resources: traditional sports, feelings (*asco, miedo, pánico, vergüenza*)  
 Course materials: Corpas *et al.* (2007: 36-39; 104-105)

## Week 6

6.1

### Giving advice (II)

Communicative resources: give advice, express lack of awareness, express wishes, express imaginary situations.  
 Grammatical resources: past subjunctive with expressions of advice, conditional with expressions of wish and condition.

Lexical resources: traditional sports, feelings (*disgust, fear, panic, shame*)

Course materials: Corpas *et al.* (2007: 40-44; 106-107)

**Submission oral task 1**

6.2 **Giving advice (III)**

Communicative resources: give advice, express lack of awareness, express wishes, express imaginary situations.

Grammatical resources: past subjunctive with expressions of advice, conditional with expressions of wish and condition.

Lexical resources: traditional sports, feelings (*disgust, fear, panic, shame*)

Course materials: Corpas *et al.* (2007: 45-49; 108-109)

**Week 7**

7.1 **Talking about ways of living (I)**

Communicative resources: expressing cause and purpose, giving advice, speaking about feelings, speaking about people and their qualities.

Grammatical resources: past subjunctive with expressions of advice, conditional with expressions of wish and condition, connectors to add or nuance information. Tense correlation in relative clauses, discourse markers to express addition, opposition, hedging, and repair.

Lexical resources: speaking about relationships, urban tribes, prepositional verbs

Course materials: Corpas *et al.* (2007: 50-54; 110-111)

7.2 **Review for the mid-term exam**

Grammatical resources: Revision of past tenses combined, connectors, subjunctive with expressions of advice, conditional with expressions of wish and condition.

Course materials: Canvas material. Mock exam.

**Week 8**

8.1 **Written midterm exam**

8.2 **Oral midterm exam**

**Week 9**

9.1 **Talking about ways of living (II)**

Communicative resources: expressing cause and purpose, giving advice, speaking about feelings, speaking about people and their qualities.

Grammatical resources: past subjunctive with expressions of advice, conditional with expressions of wish and condition, connectors to add or nuance information. Tense correlation in relative clauses, discourse markers to express addition, opposition, hedging, and repair.

Lexical resources: speaking about relationships, urban tribes, prepositional verbs

Course materials: Corpas *et al.* (2007: 55-58; 112-113)

9.2 **Talking about ways of living (III)**

Communicative resources: expressing cause and purpose, giving advice, speaking about feelings, speaking about people and their qualities.

Grammatical resources: past subjunctive with expressions of advice, conditional with expressions of wish and condition, connectors to add or nuance information. Tense correlation in relative clauses, discourse markers to express addition, opposition, hedging, and repair.

Lexical resources: speaking about relationships, urban tribes, prepositional verbs

Course materials: Corpas *et al.* (2007: 59-63; 114-115)

**Instructions for oral task 2**

**Week 10**

10.1

**Talking about cities (I)**

Communicative resources: describing and assessing cities, expressing positive and negative feelings.

Grammatical resources: relative clauses (*que, cual, cuyo, quien, etc.*), participial clauses. Indicative and subjunctive with verbs of feeling and opinion

Lexical resources: vocabulary to describe cities.

Course materials: Corpas *et al.* (2007: 64-66; 116-117)

10.2

**Talking about cities (II)**

Communicative resources: describing and assessing cities, expressing positive and negative feelings.

Grammatical resources: relative clauses (*que, cual, cuyo, quien, etc.*), participial clauses. Indicative and subjunctive with verbs of feeling and opinion

Lexical resources: vocabulary to describe cities.

Course materials: Corpas *et al.* (2007: 67-69; 118)

**Submission oral task 2**

**Week 11**

11.1

**Talking about cities (III)**

Communicative resources: describing and assessing cities, expressing positive and negative feelings.

Grammatical resources: relative clauses (*que, cual, cuyo, quien, etc.*), participial clauses. Indicative and subjunctive with verbs of feeling and opinion

Lexical resources: vocabulary to describe cities.

Course materials: Corpas *et al.* (2007: 70-73; 119)

11.2

**Talking about cities (IV)**

Communicative resources: describing and assessing cities, expressing positive and negative feelings.

Grammatical resources: relative clauses (*que, cual, cuyo, quien, etc.*), participial clauses. Indicative and subjunctive with verbs of feeling and opinion

Lexical resources: vocabulary to describe cities.

Course materials: Corpas *et al.* (2007: 74-77; 120-121)

**Instruction for written task 2**

## Week 12

- 12.1 **Fieldtrip to the neighborhood of Gracia (Barcelona)**  
Communicative resources: giving opinion about actions and behaviors.  
Grammatical resources: conditional; present and past subjunctive for expressing opinions.  
Lexical resources: environment and solidarity.  
Course materials: Canvas material to prepare fieldtrip.  
**Video project from the fieldtrip**
- 12.2 **Expressing conditions and requirements (I)**  
Communicative resources: express conditions, set requirements and conditions.  
Grammatical resources: impersonal and passive clauses, perfect infinitive, present perfect subjunctive, relative clauses (*quienes, aquellos que, todo aquel que, el que*)  
Lexical resources: calls for proposals.  
Course materials: Corpas *et al.* (2007: 78-80; 122-123)  
**Submission written task 2 version 1**

## Week 13

- 13.1 **Expressing conditions and requirements (II)**  
Communicative resources: express conditions, set requirements and conditions.  
Grammatical resources: impersonal and passive clauses, perfect infinitive, present perfect subjunctive, relative clauses (*quienes, aquellos que, todo aquel que, el que*)  
Lexical resources: calls for proposals.  
Course materials: Corpas *et al.* (2007: 81-83; 124)
- 13.2 **Expressing conditions and requirements (III)**  
Communicative resources: express conditions, set requirements and conditions.  
Grammatical resources: impersonal and passive clauses, perfect infinitive, present perfect subjunctive, relative clauses (*quienes, aquellos que, todo aquel que, el que*)  
Lexical resources: calls for proposals.  
Course materials: Corpas *et al.* (2007: 84-86; 125)  
**Submission written task 2 version 2**

## Week 14

- 14.1 **Expressing conditions and requirements (IV)**  
Communicative resources: express conditions, set requirements and conditions.  
Grammatical resources: impersonal and passive clauses, perfect infinitive, present perfect subjunctive, relative clauses (*quienes, aquellos que, todo aquel que, el que*)  
Lexical resources: calls for proposals.  
Course materials: Corpas *et al.* (2007: 87-91; 126-127)
- 14.2 **Revision for the final exam**





**Week 15**

15.1      **Written final exam**

15.2      **Oral final exam**

**Readings**

The textbook used in this course is:

Corpas, J., Garmendia, C., Soriano, C., 2007 *Aula 5 Nueva Edición. Libro del alumno*. Barcelona: Difusión

García Márquez, G., 1970 *Relato de un naufrago*. Tusquets editores