CIEE Barcelona, Spain

Course title: Beginning Spanish
Course code: SPAN 1001 BASP
Programs offering course: Business and Culture, Economics and Culture, Global Architecture and Design
Language of instruction: Spanish
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Fall 2020

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).

Learning Objectives

By completing this course, students will:

- Identify familiar words and very basic phrases concerning their immediate surroundings when people speak slowly and clearly.
- Interpret familiar words and very simple sentences on very familiar topics using highly practiced language (e.g. small notes, street signs, formulaic language, etc.).
- Retrieve simple interactions provided that the interlocutor is prepared to repeat or rephrase things at a slower rate of speech (e.g. ask and answer simple questions in areas of immediate need or very familiar topics, etc.).
- Tell information related to themselves in a simplified way, including basic words and phrases and highly practiced sentences or formulaic questions (e.g. producing words, lists, notes, and formulaic language using highly practiced language).
- Write messages in some personally relevant contexts on topics that relate to basic biographical information (e.g. simple postcards, hotel registration forms, etc.).

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.

Assessment and Final Grade

1. Midterm Exam 20%
2. Final Exam 30%
3. Oral Tasks 20%
4. Written Tasks 20%
5. Class Participation 10%
TOTAL 100%

Course Requirements

Midterm Exam
Final Exam

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 (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.**

**Attendance**

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.

*N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will*
Weekly Schedule

Week 1
Class: 1.1 Placement Test

Introduction to class: ask about words.

Syllabus and course content

Course Materials: Corpas et al. (2016: 8-10)

Class: 1.2 Giving Personal Information (I)

Communicative resources: giving personal information, greetings, resources to ask about words.

Grammatical resources: noun gender, conjugation, verbs \textit{ser}, \textit{tener} and \textit{llamarse}.

Lexical resources: numbers, nationalities, professions, the alphabet.

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

Week 2
Class: 2.1 Giving Personal Information (II)

Communicative resources: giving personal information, greetings, resources to ask about words.

Grammatical resources: noun gender, conjugation, verbs \textit{ser}, \textit{tener} and \textit{llamarse}.

Lexical resources: numbers, nationalities, professions, the alphabet.

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

Submission deadline Canvas Discussion: Introduce yourself

Class: 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
Class: 3.1 Expressing Intentions and Reasons (I)

Communicative resources: expressing intentions, expressing degree (adverbs \textit{bien}, \textit{bastante bien}, \textit{regular}, \textit{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)

Class: 3.2 Expressing Intentions and Reasons (II)

Communicative resources: expressing intentions, expressing degree (adverbs \textit{bien}, \textit{bastante bien}, \textit{regular}, \textit{mal}), explaining reasons.

Grammatical resources: present indicative, some irregular verbs in present indicative (\textit{querer}, \textit{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

Class: 4.1 Expressing Intentions and Reasons (III)

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

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

Lexical resources: languages, hobbies, class activities.

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

Submission Deadline Written task 1 version 1

Class: 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

Class: 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

Class: 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
Class:  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

Class:  6.2  Review for the Mid-term Exam

Week 7
Class:  7.1  Written Mid-term Exam

Class:  7.2  Oral Mid-term Exam

Week 8
Class:  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, construction 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

Class:  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, construction 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
Class:  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, construction 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)
Class: 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, verbs gustar, también/tampoco.

Lexical resources: meals, food.

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

Submission deadline Canvas Quiz 5

Week 10

Class: 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, verbs gustar, también/tampoco.

Lexical resources: meals, food.

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

Class: 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, verbs 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

Class: 11.1 Fieldtrip to the market

Submission deadline Canvas Quiz 6

Class: 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

Class: 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)
Class: 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**

Class: 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)

Class: 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 version 2

**Week 14**

Class: 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

Class: 14.2 Review for the Final Exam

**Week 15**

Class: 15.1 Written Final Exam

Class: 15.2 Oral Final Exam

**Course Materials**

**Readings**