Course title: Advanced Spanish
Course code: SPAN 3001 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: Spring 2021

Course Description

This is an Advanced Spanish language course corresponding to levels B1-B2 of the Common European Framework of Reference for Languages (CEFR) and Advanced Mid of the American Council on the Teaching of Foreign Languages (ACTFL).

Learning Objectives

By completing this course, students will:

- Prove their understanding of extended speech and lectures and follow the main lines of argument provided the topic is reasonably familiar.
- Discriminate relevant information from narrative and descriptive texts (e.g. expanded descriptions of persons, places and things, and narrations about past, present and future events) and prove their understanding afterwards.
- Defend their opinion with enough language control to interact efficiently and effectively with those unaccustomed to dealing with language learners, using cultural knowledge to conform linguistically and behaviorally in common social and work-related interactions.
- Argue with ease and confidence in all major time frames and deal efficiently with a situation with an expected turn of events, participating in discussions on a wide range of topics and explaining a viewpoint on a topical issue giving advantages and disadvantages of various options.
- Develop a written discourse in full paragraphs that are organized, cohesive and detailed on a wide range of topics related to their interests, passing on information or convincing in support of or against a particular point of view.

Course Prerequisites

Students must have completed an intermediate Spanish language course or equivalent. Online placement test and onsite test (written test and 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 is mandatory, but language exchange activities are optional (participation in this activity will increase the participation grade up to 1 point out of 10).

Fieldtrips

Every Spanish course includes at least one field-trip that offers insights into different aspects of Spanish and Catalan 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.). The information gathered during the fieldtrip plus readings previously distributed in class may be used as a basis for a graded task.

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**

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 mid-term and final exams are cumulative; meaning that they include all material studied up to that point. Each exam will likely contain the following components: a) Grammar and Vocabulary (20%), b) Reading comprehension (15%), c) Writing (15%), d) Listening comprehension (20%) and e) Speaking production and interaction (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. 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 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 PowerPoint. Each presentation will be followed by a short question and answer session.

**Written Tasks**

Students will have two composition themes/genres. Compositions will be written on topics related to course materials. The final written part 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 in the US grade scale) after each day, regardless the reason.

**Class Participation**

The grade for the class participation part takes into account the following criteria includes: active and effective volunteering and oral participation in class, homework activities, Canvas forum, Canvas quizzes and other possible Canvas activities.

**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. A brief biography of Che Guevara (Cabrera, D, 2011) or a brief biography of Frida Kahlo (Moreno, A, 2011). The deadline for submitting the activities will be a week before the last day of class. No late word 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.

**Attendance**

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for short-term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>Participation graded as per class requirements; grade penalty &amp; written warning</td>
</tr>
<tr>
<td>More than 20%</td>
<td>Automatic course failure, and possible expulsion</td>
</tr>
</tbody>
</table>

N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**

Class: 1.1 Course introduction: Living in Barcelona: everyday interactions (I)

Written and oral level test

Class: 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
Class: 2.1 Introduction. Relating anecdotes in the past (I)
Revision of different communicative resources: relating anecdotes in the past and reacting when hearing an anecdote; expressing cause and consequence.
Revision of different grammatical resources: past perfect; all past tenses
Combined, connectors (que, de modo que, etc.).
Lexical resources: trips and tourism.
Course materials: Corpas et al. (2015: 34-36; 120)

Class: 2.2 Relating anecdotes in the past (II)
Introduction to the course (syllabus and course content).
Revision of different communicative resources: relating anecdotes in the past and reacting when hearing an anecdote; expressing cause and consequence.
Revision of different grammatical resources: past perfect; all past tenses
Combined, connectors (que, de modo que, etc.).
Lexical resources: trips and tourism.
Course materials: Corpas et al. (2015: 37-39; 121-122)

Week 3
Class: 3.1 Relating anecdotes in the past (III)
Introduction to the course (syllabus and course content).
Revision of different communicative resources: relating anecdotes in the past and reacting when hearing an anecdote; expressing cause and consequence.
Revision of different grammatical resources: past perfect; all past tenses
Combined, connectors (que, de modo que, etc.).
Lexical resources: trips and tourism.
Course materials: Corpas et al. (2015: 40-42; 123-124)

Class: 3.2 Relating anecdotes in the past (IV)
Introduction to the course (syllabus and course content).
Revision of different communicative resources: relating anecdotes in the past and reacting when hearing an anecdote; expressing cause and consequence.
Revision of different grammatical resources: past perfect; all past tenses
Combined, connectors (que, de modo que, etc.).
Lexical resources: trips and tourism.
Course materials: Corpas et al. (2015: 43-45; 125)

Week 4
Class: 4.1 Expressing needs and demands and suggesting solutions (I)

Communicative resources: expressing needs and
demands; reporting social problems and suggesting solutions.

Grammatical resources: subjunctive with verbs related to needs, demands, wishes; subjunctive
with temporal constructions.

Lexical resources: politics and society; education.

Course materials: Corpas et al. (2015: 22-25; 114-115)

Exchange activity Bar Coco Vail 19:30h

Instruction for written task 1

Class: 4.2 Expressing needs and demands and suggesting solutions (II)

Communicative resources: expressing needs and
demands; reporting social problems and suggesting solutions.

Grammatical resources: subjunctive with verbs related to needs, demands, wishes; subjunctive
with temporal constructions.

Lexical resources: politics and society; education.

Course materials: Corpas et al. (2015: 26-29; 116-117)

Week 5

Class: 5.1 Expressing needs and demands and suggesting solutions (III)

Communicative resources: expressing needs and
demands; reporting social problems and suggesting solutions.

Grammatical resources: subjunctive with verbs related to needs, demands, wishes; subjunctive
with temporal constructions.

Lexical resources: politics and society; education.

Course materials: Corpas et al. (2015: 30-33; 116-117)

Submission written task 1 version 1

Class: 5.2 Expressing interests and feelings; expressing disagreement (I)

Communicative resources: expressing interests and
feelings; expressing disagreement.

Grammatical resources: subjunctive with verbs related to feelings.

Lexical resources: vocabulary related to feelings, interests and disagreement.

Course materials: Corpas et al. (2015: 46-49; 126-127)

Week 6

Class: 6.1 Expressing interests and feelings; expressing disagreement (II)

Communicative resources: expressing interests and
feelings; expressing disagreement.

Grammatical resources: subjunctive with verbs related to feelings.

Lexical resources: vocabulary related to feelings, interests and disagreement.
Submission written task 1 version 2

Class: 6.2 Expressing interests and feelings; expressing disagreement (III)

Communicative resources: expressing interests and feelings; expressing disagreement.
Grammatical resources: subjunctive with verbs related to feelings.
Lexical resources: vocabulary related to feelings, interests and disagreement.

Course materials: Corpas et al. (2015: 50-53; 128-129)

Instruction for oral task 1

Week 7
Class: 7.1 Review for the midterm exam

Grammatical resources: Revision of past tenses combined, connectors, subjunctive with verbs related to needs, demands, wishes; subjunctive with temporal constructions. subjunctive with verbs related to feelings.

Course materials: Canvas material. Mock exam.

Submission deadline for oral task 1

Class: 7.2 Written midterm exam

Week 8
Class: 8.1 Oral midterm exam

Class: 8.2 Describing and giving opinion about objects (I)

Communicative resources: describing and giving opinion about objects. Grammatical resources: superlatives; indicative and subjunctive with relative sentences. Lexical resources: design

Course materials: Corpas et al. (2015: 58-61; 132-133)

Week 9
Class: 9.1 Describing and giving opinion about objects (II)

Communicative resources: describing and giving opinion about objects. Grammatical resources: superlatives; indicative and subjunctive with relative sentences. Lexical resources: design

Course materials: Corpas et al. (2015: 62-65; 134-135)

Class: 9.2 Describing and giving opinion about objects (III)

Communicative resources: describing and giving opinion about objects. Grammatical resources: superlatives; indicative and subjunctive with relative sentences. Lexical resources: design

Course materials: Corpas et al. (2015: 66-69; 136-137)

Week 10
Class: 10.1 Giving opinion about actions and behaviors (I)
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: Corpas et al. (2015: 70-73; 138-139)

**Instruction for written task 2**

Class: 10.2 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**

**Week 11**

Class: 11.1 Giving opinion about actions and behaviors (II)

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: Corpas et al. (2015: 74-77; 140-141)

Class: 11.2 Hypothesis for imaginary situations (I)

Communicative resources: expressing hypothesis for imaginary situations.
Express opinions and wishes, express lack of knowledge
Grammatical resources: Conditional uses; subjunctive imperfect and conditional for expressing hypothesis.
Lexical resources: traditions, verbs expressing feelings: to disgust, to panic, to be ashamed of, etc.
Course materials: Corpas et al. (2007: 36-39; 104-105)

**Submission written task 2 version 1**

**Week 12**

Class: 12.1 Hypothesis for imaginary situations (II)

Communicative resources: expressing hypothesis for imaginary situations.
Express opinions and wishes, express lack of knowledge
Grammatical resources: Conditional uses; subjunctive imperfect and conditional for expressing hypothesis.
Lexical resources: traditions, verbs expressing feelings: to disgust, to panic, to be ashamed of, etc.
Course materials: Corpas et al. (2007: 40-43; 106-107)

Class: 12.2 Hypothesis for imaginary situations (III)

Communicative resources: expressing hypothesis for imaginary situations.
Express opinions and wishes, express lack of knowledge

Grammatical resources: Conditional uses; subjunctive imperfect and conditional for expressing hypothesis.

Lexical resources: traditions, verbs expressing feelings: to disgust, to panic, to be ashamed of, etc.

Course materials: Corpas et al. (2007: 44-49; 108-109)

**Submission written task 2 version 2**

**Week 13**
Class: 13.1 Expressing levels of certainty and make hypothesis (I)

Communicative resources: expressing hypothesis and certainty/uncertainty.

Grammatical resources: special uses of the conditional and the future tense; indicative and subjunctive (present and past) for expressing different levels of certainty.

Lexical resources: psychology, beliefs and science.

Course materials: Corpas et al. (2015: 82-85; 144-145)

Class: 13.2 Expressing levels of certainty and make hypothesis (II)

Communicative resources: expressing hypothesis and certainty/uncertainty.

Grammatical resources: special uses of the conditional and the future tense; indicative and subjunctive (present and past) for expressing different levels of certainty.

Lexical resources: psychology, beliefs and science.

Course materials: Corpas et al. (2015: 86-89; 146-147)

**Instructions for oral task 2**

**Week 14**
Class: 14.1 Expressing levels of certainty and make hypothesis (III)

Communicative resources: expressing hypothesis and certainty/uncertainty.

Grammatical resources: special uses of the conditional and the future tense; indicative and subjunctive (present and past) for expressing different levels of certainty.

Lexical resources: psychology, beliefs and science.

Course materials: Corpas et al. (2015: 90-93; 148-149)

Class: 14.2 Review for the final exam

Grammatical resources: Revision of subjunctive, past and present, connectors, special uses of the conditional and the future tense; indicative and subjunctive (present and past) for expressing different levels of certainty.

Course materials: Canvas material. Mock exam.

**Submission deadline for oral task 2**

**Week 15**
Class: 15.1 Written final exam

Class: 15.2 Oral final exam

**Course Materials**

**Readings**

Corpas, J., Garmendia, C., Soriano, C., 2007 *Yo nunca lo haría*. In *Difusión, Aula 5 Nueva Edición* (pp. 36-49; 104-109).

Cabrera, D., 2011 *Che, geografías del Che*. Barcelona: Difusión

Moreno, A., 2011 *Frida Kahlo, viva la vida*. Barcelona: Difusión