



## CIEE Alicante, Spain

<b>Course title:</b>	Spanish Language - Advanced I
<b>Course code:</b>	SPAN 3001 ALSP
<b>Programs offering course:</b>	Language and Culture
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Fall 2020

### Course Description

The main goal of the course is to provide students with the appropriate atmosphere for them to develop their communicative competence from an intermediate level towards an advanced one. This will be achieved through practice involving the four language skills: listening, speaking, reading, and writing. The course provides students with the necessary resources for them to be able to write different types of basic texts in Spanish (narrative, descriptive, argumentative...) by means of exercises involving exposition, reflection, and practice. The course will focus on specific grammar aspects to improve the student's writing and reading skills. All contents will be approached from a communicative perspective. This perspective will assume and value active participation of the students in the class at all times.

### Learning Objectives

By completing this course, students will:

- Read easily all kind of textual formats: abstract structures and complex language and structures
- Read specialized texts such as technical articles and literary works
- Write a big variety of texts in different appropriate styles
- Write complex letters, reports and articles with argumentation and a logic development of ideas
- Write efficient texts
- Write summaries and reports of technical or literary works

### Course Prerequisites

None

### Methods of Instruction

The communicative approach will encourage students to be able to operate in real situations you will be immersed every day, becoming social. Classes will be mainly theoretical and practical and give special attention to writing skills (expression and comprehension) such that analyze and elaborate texts of different nature and resort to various media (newspapers, emails, etc.).

### Assessment and Final Grade

1.	Quizzes	20%
2.	Midterm	20%
3.	Final Exam	30%
4.	Writing Assignments	20%
5.	Class Participation	10%
	TOTAL	100%



## **Course Requirements**

### **Quizzes**

There will be two small quizzes during the semester. Each will last a maximum of 1.30 hours and consist of three parts: 10 grammar-vocabulary multiple choice questions, a short reading comprehension (5 questions) and writing expression (500 words). Each of the parts will count 1/3 of the final grade of the quiz, which is 10% of the final grade for the course.

### **Midterm**

The exam will last a maximum of 2 hours and consist of three parts: grammar (6-8 activities in different format: multiple choice, fill in the gaps, complete sentences, rephrasing, etc.), reading comprehension (10 questions) and writing expression (700 words). Each of the parties will count 1/3 of the final exam, which is 20% of the final grade for the course.

### **Final Exam**

The exam will last a maximum of 2 hours and consist of three parts: grammar (6-8 activities in different format: multiple choice, fill in the gaps, complete sentences, rephrasing, etc.), reading comprehension (10 questions) and writing expression (700 words).. Each of the parties will have 1/3 of the final exam, counting for 30% of the final grade for the course. Considering that learning a language is accumulative, therefore, enter all the content seen in class during the course.

### **Writing Assignments**

Students must perform two writing assignments whose length varies between 600 and 800 words.

Task 1: Students will create a short fictional story in first person within the context of a popular Spanish fiesta (Fallas, San Fermín, La Tomatina, La Feria de Abril, etc).

Task 2: Students will write a report on the book they have to read (El príncipe de la niebla). Students will be given a guide with more accurate information for the tasks as well as a section in which the system of evaluating them will be discussed in detail.

### **Class Participation**

Active participation is essential and will be a fundamental part of the final grade.

## **Weekly Schedule**

### **Week 1**

Class 1.1 .

Reading Aula 4- Unit 5 De Diseño

Superlatives

Adjectives modifiers

Vocabulary to describe objects

Class 1.2 .

Exclamative sentences

Relative Sentences

## Week 2

Class 2.1 .

Reading Aula 4- Unit 6 Un mundo mejor

Me parece bien/ mal/ injusto... que + subjuntivo

Está bien/ mal...+ subjuntivo

Class 2.2 .

Conditional

Solidarity

Environment

## Week 3

Class 3.1 .

Reading: Aula 4 - Unit 7: Misterios y enigmas

**Café de Lengua: Control 1: *El Príncipe de la Niebla***

Class 3.2 .

Uses of future simple and conditional

Hypothesis

## Week 4

Class 4.1 .

Reading: Aula 4 - Unit 7: *Misterios y enigmas*

**Quiz 1**

Class 4.2 .

Structures with indicative and subjunctive to express different degrees of certainty

Express security

**Week 5**

Class 5.1 .

Reading: Aula 4 - Unit 8: *¿Y qué te dijo?*

Direct Speech

Reported Speech

**Week 6**

Class 6.1 .

Reading: Aula 4 - Unit 8: *¿Y qué te dijo?*

*Ir and venir*

*Llevar and traer*

**Essay 1**

Class 6.2

Midterm Review

**Week 7**

Class 7.1

Midterm

**Week 8**

Class 8.1 .

Reading: Aula 5 - Unit 1: *Buenas noticias*

Past tenses

Class 8.2 .

Passive voice

**Control 2: *El príncipe de la niebla***

**Week 9**

Class 9.1 .

Reading: Aula 5 - Unit 1: *Buenas noticias*

Impersonal structures

Class 9.2 .

Position of the Direct object

### Week 10

Class 10.1 .

Reading: Aula 5 - Unit 2: ¿Y tú qué opinas?

creo que + indicative / no creo que + subjunctive **Control 3: El príncipe de la niebla**

Class 10.2 .

Es una tontería / impensable que + infinitive/subjunctive

*Sólo si, siempre que...*

*Eso de*

*En primer/segundo lugar*

### Week 11

Class 11.1 .

Reading: Aula 5 - Unit 3: *Yo nunca lo haría*

#### Quiz 2

Class 11.2 .

Uses of conditional tense

*Te recomiendo / aconsejo / sugiero que + present subjunctive.*

Past subjunctive. *No sabía que...*

### Week 12

Class 12.1 .

Reading: Aula 5 - Unit 4: *Maneras de vivir*

Past subjunctive

Uses of *por* and *para*

Class 12.2 .

Correlation of verb tenses in relative sentences

Connectors to add, nuance, contradict and deny information

#### Essay 2



### **Week 13**

Class 13.1 .

Reading: Aula 5 - Unit 5: Lugares con encanto

Relative clauses

Class 13.2 .

Participle in relative sentences: passive voice Perception and opinion verbs + indicative / subjunctive

### **Week 14**

Class 14.1 Review

### **Week 15**

Class 15.1 Spanish Challenge Day

Class 15.2 Final Exam

### **Course Materials**

#### **Readings**

Corpas, J., Garmendia, A., Soriano, C., Aula 4. Difusión. Barcelona: 2015.

Corpas, J., Garmendia, A., Sánchez, N., Soriano, C., Aula 5. Difusión. Barcelona: 2015.

Ruiz Zafón, Carlos. El príncipe de la niebla, Planeta, Barcelona 2006.

#### **Online Resources**

“Campus Difusión.” Difusión, 26 Feb. 2018, [campus.difusion.com](http://campus.difusion.com)