**Course Description**

This course is designed as a review, reinforcement and expansion of grammatical content addressed in previous courses. The principal objective is to linguistically prepare students for the various courses they will take throughout the semester via the perfection of Spanish language use in academic as well as everyday contexts.

**Learning Objectives**

By completing this course, students will:

- Analyze a wide variety of grammatical aspects connected with different tasks students will face in their university classes, namely, to summarize, narrate, present, argue, formulate hypothesis, defend one’s ideas, etc.
- Acquire clear, coherent and fluid communication in whichever linguistic environment.
- Examine a broad range of texts (description, narration, exposition, etc.) conducive to provide the basic tools for the application and study of grammatical contents addressed in classes.

**Course Prerequisites**

4 semesters of college-level Spanish. Students need to have a GPA of at least 2.5. Students’ language level, as evidenced by their result on the Online Language Placement Test, will determine their participation in this or other Intensive Session Language courses.

**Methods of Instruction**

The structure of the Intensive Session requires the continuous effort on behalf of the students. The introduction or review of grammatical content will be followed by the immediate application and connection with other grammatical aspects. The continuous recycling and absorption of grammatical content, as well as their continuous application, will result in a more extensive and profound understanding of the material.

The student will be provided with strategies to activate the grammatical, lexical and functional contents to be learned, which will result in greater linguistic and communicative competence.

Consequently, through different readings (literary texts, news articles, as well as audio-visual documents, etc.), the course objective is that the student reflect and apply different lexical, grammatical and functional aspects of Spanish.

**Linguistic Resource Center**

As this is a language course, use of the Writing Center services is not allowed.

**Assessment and Final Grade**

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<tr>
<th></th>
<th>Description</th>
<th>Weight</th>
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<tbody>
<tr>
<td>1</td>
<td>Papers (3)</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>First Exam</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>4</td>
<td>Oral Test</td>
<td>10%</td>
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<tr>
<td>5</td>
<td>Class Participation</td>
<td>15%</td>
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<td>TOTAL</td>
<td>100%</td>
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Course Requirements

Papers (3)

Compositions: Students are expected to write 3 compositions throughout the course. These will be related to different field studies connected deeply with student’s daily environment (Spanish sales, Spanish fresh food markets, Spanish TV, shopping in Seville, Sevillian people’s likes and dislikes about music, Spanish educational system, etc.). Students can find all the requirements related to these compositions (length: 650 words, format, rubric, etc.) at the Canvas course.

Compositions’ criteria: The compositions will be graded on different criteria: ability to research the suggested topic, adequacy to it, grammatical and lexical correctness, lexical variety, textual cohesion, etc. Each of the referred criteria will have a weigh of 20% out of the 100% of the final grade of each composition.

Compositions’ calendar: Students are expected to observe the designed calendar to upload the compositions to Canvas. This calendar is compulsory of all the students registered in the course. Those compositions who might be uploaded out of the date and time fixed for it will not be accepted, and consequently, this will have a negative effect of the final grade of students.

First Exam
Final Exam
Oral Test

Students will have an oral interview on the final date of the course to assess their oral proficiency in the target language. Similarly, the criteria on which students will be evaluated at this skill revolve around these criteria (to see them in more detail visit the rubric created for oral proficiency assessment at the Canvas course): fluency, correctness, lexical variety, adequacy to the questions asked, ability to narrate and argue accurately in the L2, etc.

Class Participation

Students are supposed to participate profusely during the class, which will imply a direct and active role during class discussions, debates that may arise through the course, competing the assigned exercise and quizzes for each class, etc.

Attendance

Students are not allowed to miss class for unjustified reasons. For each unexcused absence, the participation portion of the grade will be lowered. Hence, it will be very difficult to receive a 100 in the class. Please keep this in mind. If a student misses class once without a valid excuse (a note from a physician in the event of an illness), then the professor will automatically lower the final grade by 10 points (on a 100-point scale) for each class missed thereafter. Students with 3 or more absences will fail the course.

Students should arrive to class on-time.Arriving more than 15 minutes late for a class will count as an unexcused absence. Please note that an excused absence is one that is accompanied by a doctor’s note: signed stamped and dated. Travelling and/or travel delays are not considered valid reasons for missing class.

*Notes from a physician will only be valid and admitted by the Program Manager if the doctor confirms that the visit could not have been arranged at another time, or that the student was too ill to attend class that day.

Academic honesty

Students are expected to act in accordance with their university and CIEE’s standards of conduct concerning plagiarism and academic honesty. Use of online translators for work in Spanish will result in an automatic failure.

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

Weekly Schedule

Week 1
Class: 1.1

Linguistic competence:
Pragmatic and sociocultural competence:

A conversational guide

(See the quizzes and exercises created for this session at the Canvas course module)

Read pages 5-8 from *Apuntes de Gramática Española* and complete the pertinent exercises, pages 5-7, from *Ejercicios de Gramática Española*.

Class: 1.2

Linguistic competence:

- (no) gustar type- construction + noun / infinitive.
- Gustar, parecer, caer, etc.
- Forms and uses of the Present Prefect.
- Llevar, hace / desde hace (ongoingness)

Pragmatic and sociocultural competence:

- To express likes/preferences or lack of interest
- To talk about others
- To talk about a recent past or without any specific time reference
- To talk about for how long somebody has (not) been doing something.

(See the quizzes and exercises created for this session at the Canvas course module)

Read pages 10-13 from *Apuntes de Gramática Española* and complete the pertinent exercises, pages 9-11, from *Ejercicios de Gramática Española*.

Class: 1.3

Linguistic competence:

- Forms and uses of the Imperfect. Indirect speech
- Forms and uses of the Preterite.

Pragmatic and sociocultural competence:

- To describe the past
- To talk about frequent, continuous or anticipated actions in the past.
- To transmit what other speakers said
- To talk about actions happening once, for a limited period or implying a change in the past.

(to hand in [upload] the 1st composition)

(See the quizzes and exercises created for this session at the Canvas course module)

Read pages 14-17 from *Apuntes de Gramática Española* and complete the pertinent exercises, pages 13-15, from *Ejercicios de Gramática Española*.

To hand in (upload to Canvas) the first composition

Class: 1.4

Linguistic competence:

- Forms and uses of the Past Perfect
- A contrast of the Spanish past tenses
- The Present Perfect, the Past Perfect, the Imperfect and the Preterite
- Narration.

Pragmatic and sociocultural competence:
To describe the past
To talk about frequent, continuous or anticipated actions in the past
To transmit what other speakers said
To talk about actions happening once, for a limited period of time or implying a shift in the past.

(See the quizzes and exercises created for this session at the Canvas course module)

Read pages 20-25 from Apuntes de Gramática Española and complete the pertinent exercises, pages 18-21, from Ejercicios de Gramática Española.

Class: 1.5

General review
First exam

Week 2
Class: 2.1

Linguistic competence:
- (No) Quiero / espero + infinitive/ que + present of subjunctive ● (No) me gusta/molesta + infinitive/ que + present of subjunctive

Pragmatic and sociocultural competence:
- To express feelings and wishes
(to hand in [upload] the 2nd composition)

(See the quizzes and exercises created for this session at the Canvas course module)

Read pages 27-30 from Apuntes de Gramática Española and complete the pertinent exercises, pages 22-25, from Ejercicio de Gramática Española.

To hand in (upload to Canvas) the second composition

Class: 2.2

Linguistic competence:
- Impersonal: se /uno/la gente (2nd-3rd person singular)
- (No) creo/ es verdad que + indicative/ subjunctive
- Es posible/ quizás/ a lo mejor + indicative/ subjunctive

Linguistic competence:
- To make general observations about what people do
- To express agreement and disagreement, to discuss, to argue
- To express a hypothesis

(See the quizzes and exercises created for this session at the Canvas course module)

Read pages 31-35 from Apuntes de Gramática Española and complete the pertinent exercises, pages 26-28, from Ejercicios de Gramática Española.

Class: 2.3

Linguistic competence:
- Structures to express suggestions, advice, etc. (Te recomiendo /aconsejo/es mejor-necesario + infinitive / que + subjunctive
- Purpose clauses (para + infinitve / que+ subjunctive
- Por and para: uses

Pragmatic and sociocultural competence:
To give instructions, commands, advice
To express purpose and cause

To hand in (upload to Canvas) the third composition
(to hand [upload] in the 3rd composition)
(See the quizzes and exercises created for this session at the Canvas course module)

Read pages 36-40 from Apuntes de Gramática Española and complete the pertinent exercises, pages 29-33, from Ejercicios de Gramática Española.

Class: 2.4

Linguistic competence:
Cuando/ tan pronto como/ hasta que + present of subjunctive
- Si/ con tal de-siempre-a menos que + indicative/ subjuntive
- Aunque + indicative/ subjunctive

Pragmatic and sociocultural competence:
- How to refer to the future express conditions
- Expressing conditions and concession
(See the quizzes and exercises created for this session at the Canvas course module)

Read pages 41-45 from Apuntes de Gramática Española and complete the pertinent exercises, pages 34-37, from Ejercicios de Gramática Española.

Class: 2.5

Final exam
Oral test

Course Materials
Readings
Rodríguez García, Antonio. Apuntes de Gramática Española (booklet of fotocopies)
Rodríguez García, Antonio. Ejercicios de Gramática Española (booklet of fotocopies)