



CIEE Seville, Spain

Course title:	Intensive Advanced Spanish Grammar
Course code:	SPAN 4502 CSCS
Programs offering course:	Advanced Liberal Arts, Liberal Arts
Language of instruction:	Spanish
U.S. semester credits:	3.00
Contact hours:	45.00
Term:	Fall 2023

Course Description

This course is designed to review, reinforce and expand the grammatical, communicative, pragmatic and socio-cultural material addressed in previous courses. In this respect, the main objective is to prepare students for direct enrollment in the Spanish university system by improving his or her Spanish in a varied array of academic and socio-cultural contexts. This intensive session grammar class will assist the student in obtaining the preparation and competencies necessary to better face the challenge of diverse coursework within the Spanish university system. A primary objective will be to improve and expand on grammatical and discursive subject matter, as well as facilitate analysis skills, reading comprehension and creation of specific texts within the academic disciplines of the humanities, and foment students' expressive capacity and critical thinking. This course will develop students' ability to research and analyze in order to provide efficient access to a variety of Spanish sources, as well as develop learning and communication strategies that will allow students to become a more competent language user and a more independent learner. Grammar will be addressed in function of the different situations in which students will find themselves, both in the Spanish university system as well as in daily life. The reading and writing of texts of a diverse nature (description narration, exposition, argumentation, etc.) will be the principal method of applying and studying the grammatical content covered in class. Additionally, these grammatical aspects addressed in class will be complemented by various socio-linguistic activities to be carried out outside of class. Finally, this class is designed to provide students with a solid grammatical and communicative base, permitting them to interact effectively in an extensive range of situations.

Learning Objectives

By completing this course, students will:

- Acquire an adequate level of oral and written comprehension and expression that will allow them to follow university subjects that they will study during the regular session
- Achieve a full immersion in Spanish society through reading and analysis of Spanish texts
- Reach a user profile with an appropriately functioning mastery
- Analyze a wide range of extensive texts with a certain level of exigency, as well as recognize the implicit meaning
- Produce a discourse fluently and spontaneously without much obvious effort to find the appropriate vocabulary
- Develop a flexible and effective use of the language for social, academic and professional purposes
- Construct clear, well-structured, and detailed texts on complex topics, showing a correct use of the devices of organization, coordination and cohesion of the text

Course Prerequisites

This course is especially designed for students whose level test (OLTP) shows some linguistic deficiencies to be improved and reinforced through this course. 3.0 GPA in Spanish language. 6 semesters of college-level Spanish (or equivalent). Students need to have a GPA of at least 2.9. 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 course.

Methods of Instruction

This is a dynamic class. The presentation or review of a certain grammatical topic will be immediately followed by their practical application and connection with other grammatical aspects such as those of a functional or socio-cultural nature. Accordingly, the student will have to make a demonstrated and continuous effort to keep up with the course contents. The student will be provided with strategies to boost the grammatical, lexical and functional

contents presented in class, which will lead him/her to a greater linguistic and, as a consequence, communicative competency. The different socio-linguistic activities completed outside of class will serve as links to the contextualized use of the grammatical contents.

The study of grammar, as well as the expansion of vocabulary and the practice of different linguistic skills, will always be carried out within the context of real materials and through the presentation, analysis and practice of different types of documents: newspaper articles, essays, literary texts and diverse audio-visual materials (films, documentaries, news programs, publicity, music, etc.). The grammatical themes will be chosen in function of the development of the expository, argumentative, narrative, and descriptive speech: present a topic, situation or idea, narrate, compare, make conclusions, formulate hypotheses, defend an idea, etc. Theoretical explanations concerning aspects of the grammar topic in question will be provided on a daily basis in class and will be practiced through exercises of varying formats.

The study of grammar will not be realized in a scattered isolated manner, but rather in conjunction with its functionality and in thematic blocks: writing and spelling (accents and punctuation marks); nominal and pre-nominal groups, verbal groups, particles (discursive connectors, prepositions, and conjunctions) and speaking. We will practice these grammatical aspects in a general manner through the creation of different types of texts, and occasionally through workbook exercises, which the student should be completing. These exercises, which will serve to reinforce the material studied in class, will be corrected by the student, using the answer key. The professor will guide the students through the workbook, according to the grammar topics explained in class.

An essential part of the course is addressing mistakes and errors common to the foreign student. These errors will be addressed in the final part of each class by reviewing previously assigned work.

Finally, there will be three out-of-class activities of socio-cultural and/or functional content which will serve to reinforce the grammatical and functional aspects addressed in class. Each of them will last 1, 5 hours. The objective of these activities is to strengthen the grammatical and functional content seen in class.

Out of Class Activities

Activity #1

Obvio-Curioso

Students will take pictures of items in the city that they consider to be familiar, unfamiliar and incomprehensible to them. Then they will prepare a brief report on those items, which they will present in class. Students should keep in mind the following grammar content: present tense (regular and irregular), imperfect vs preterite, ser and estar, comparisons, object pronouns, reflexive and reciprocal verbs, gustar-verbs.

Activity 2

About Bullfighting

Students will need to gather the necessary information about bullfighting and the perception that locals have on this polemic tradition. Gathered information will be presented in class in the form of a debate. Students should keep in mind the following grammar content: present subjunctive in completive, relative and adverbial clauses, future and conditional

Activity # 3

Sociological Survey

In groups, students will create a questionnaire to survey locals and obtain information on the perceptions that Andalusians have of themselves and of the U.S. (in terms of culture, politics and/or economy). With this information, students will have to write a narrative report that contains personal reflections on a sociological level. The report will be presented in class to contrast the findings and make a comparative analysis on the perception that Americans have of themselves.

Grammar to be used: all the grammar covered in class.

Textbook: Given the characteristics of this course and the diversity of materials used (literature, press, audio-visual material, grammar, etc.), the professor will facilitate a dossier of readings and grammatical and communicative activities related to the topics seen in class. This dossier is available on Canvas, the course-enabled virtual site. Other materials may be provided in different formats: photocopies, references to web pages, DVDs, etc.

We consider that by not focusing on a single book, it allows us to adapt the material to the real needs of the group, attending to the students' exact language level as well as preferences of working methods. In the bibliography, several books that will be used in class are recommended.

Important: As already notified in the delivery of the OLTP results, according to the final result and criterion of the professor during the intensive session, the students may need to register in the SPAN 4101 advanced grammar and composition class. The course professor and program director will notify the student of this recommendation after the final exam. It is important to take into account this possibility when putting together the University schedule for the regular session.

Assessment and Final Grade

1.	3 Essays	20%
2.	Mid-term Exam	25%
3.	Final Exam	30%
4.	Oral Exam	10%
5.	Participation, presentations, readings	15%
	TOTAL	100%

Course Requirements

3 Essays

The student will perform three activities outside the classroom. The students will write 3 compositions based on these three activities, which will be evaluated as part of the final grade for the course. These compositions must have a length of 350 words, written in Microsoft WORD, using the TIMES NEW ROMAN 12 pt. font, double spaced. The first composition must be turned in the first Wednesday of the course, the second composition on the second Wednesday of the course, and the third composition the last day of class during the final exam.

The topics of the compositions will be determined by each professor:

Mid-term Exam

Final Exam

Oral Exam

Exams in this class will be designed similarly to the practice exercises carried out in class.

Participation, presentations, readings

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.

Attendance

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: 1.1 .

Grammar: Present (regular and irregular verbs + special uses). Present continuous.

Imperfect. Preterite. Imperfect vs. preterite.

Cultural content: Spanish culture, differences, stereotypes and impressions

Reading: Conrad J., Smith: Spanish Grammar. MacGraw-Hill. (pages-24-35)

Class: 1.2 .

Grammar: Ser y estar, comparisons, direct and indirect pronouns, reflexive and reciprocal, possessive, demonstratives and relatives, gustar-type verbs

Readings: Blanco-White: El Alcázar/ New articles

Cultural Content: debate on architecture and urban planning

Reading: Conrad J., Smith: Spanish Grammar. MacGraw-Hill. (pages-12-22)

Class: 1.3 .

Grammar: Commands (formal and informal), present subjunctive in completive clauses

Activity: Obvio-Curioso (see Activity 1)

Turn in Essay 1 on the Alcázar

Reading: Conrad J., Smith: Spanish Grammar. MacGraw-Hill. (pages-43-49)

Class: 1.4 .

Grammar: present subjunctive in relative clauses

Cultural content: El Guernica by Picasso/Introduction to flamenco

Readings: New Articles

Reading: Conrad J., Smith: Spanish Grammar. MacGraw-Hill. (pages-32-39)

Class: 1.5 Review

Exam 1

Week 2

Class: 2.1 .

Grammar: Present subjunctive in adverbial clauses. Future. Conditionals

Readings: News articles

Turn in Essay 2 on flamenco

Cultural Content: Oral presentations about paintings

Reading: Conrad J., Smith: Spanish Grammar. MacGraw-Hill. (pages-49-54)

Class: 2.2 .

Grammar: Present perfect of the indicative and subjunctive.

Readings: Panini: Discussion with García Lorca.

Cultural Content: Bullfighting /Debate: arguments for and against bullfighting (see Activity 2) / Oral presentations about paintings

Reading: Conrad J., Smith: Spanish Grammar. MacGraw-Hill. (pages-55-58)

Class: 2.3 .

Grammar: Past perfect indicative and subjunctive.

Turn in Essay 3 on a cultural aspect related to Seville based on individual research by the students

Cultural Content: Oral presentations about paintings

Reading: Conrad J., Smith: Spanish Grammar. MacGraw-Hill. (pages-60-63)

Class: 2.4 .

Grammar: Special use of certain verbs

Cultural Content: Group presentation of a sociological report (see Activity 3).

Reading: Conrad J., Smith: Spanish Grammar. MacGraw-Hill. (pages-64-68)

Class: 2.5 .

Exam 2

Course Materials

Readings

Textbook: Given the characteristics of this course and the diversity of materials used (literature, press, audio-visual material, grammar, etc.), the professor will facilitate a dossier of readings and grammatical and communicative activities related to the topics seen in class. This dossier is available on Canvas, the course-enabled virtual site. Other materials may be provided in different formats: photocopies, references to web pages, DVDs, etc.

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Conrad J., Smith: Spanish Grammar. MacGraw-Hill.

In addition to a bilingual dictionary a monolingual dictionary (Spanish-Spanish) is also highly recommended.

Puntoycoma Magazine. Magazine available on loan from professor.

Online Resources

The following links may be helpful:

- www.rae.es (dictionary of the Royal Spanish Academy)
- <http://www.wordreference.com/>
- <http://iate.europa.eu> (European dictionary, includes all EU languages. Very accurate in defining different terms and uses thereof)
- www.cvc.cervantes.es (page with different practices on-line, text, ... on the Spanish forums)

- www.zonaele.es (page of great help with grammar, conjugations, irregular. All issues are collected in alphabetical order)
- www.elpais.com
- www.elmundo.es
- www.abc.es
- www.diariodesevilla.es
- www.lavanguardia.es