



## CIEE Seville, Spain

<b>Course title:</b>	Intensive Advanced Spanish Grammar
<b>Course code:</b>	SPAN 3501 CSCS
<b>Programs offering course:</b>	Communications, New Media and Journalism Spanish, Liberal Arts
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	3.00
<b>Contact hours:</b>	45.00
<b>Term:</b>	Fall 2023

### 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

1.	Papers (3)	20%
2.	First Exam	25%
3.	Final Exam	30%
4.	Oral Test	10%
5.	Class Participation	15%
	TOTAL	100%

## **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 weight 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**

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: .

#### **Linguistic competence:**

- ser and estar + adjective
- Other uses of ser and estar
- Uses of haber

#### **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*.

### **Week 2**

Class: .

#### **Linguistic competence:**

- (no) gustar type- construction + noun /infinitive.
- Gustar, parecer, caer, etc.
- Forms and uses of the Present Perfect.
- 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*.

### **Week 3**

Class: .

#### **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

#### Week 4

Class: .

##### **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*.

#### Week 5

Class: .

General review

First exam

#### Week 6

Class: .

##### **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

#### Week 7

Class: .

##### **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*.

## **Week 8**

Class: .

### **Linguistic competence:**

- Structures to express suggestions, advice, etc. (Te recomiendo /aconsejo/es mejor-necesario + infinitive / que + subjunctive
- Purpose clauses (para + infinitive / 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*.

## **Week 9**

Class: .

### **Linguistic competence:**

Cuando/ tan pronto como/ hasta que + present of subjunctive

- Si/ con tal de-siempre-a menos que + indicative/ subjunctive
- 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*.

## **Week 10**

Class: .

Final exam

Oral test

## **Course Materials**

### **Readings**

Rodríguez García, Antonio. *Apuntes de Gramática Española* (booklet of photocopies)

Rodríguez García, Antonio. *Ejercicios de Gramática Española* (booklet of photocopies)