



CIEE Barcelona, Spain

Course title:	Beginning Spanish
Course code:	SPAN 1001 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:	Fall 2023

Course Description

This is a beginning Spanish language course corresponding to level **A1** of the Common European Framework of Reference for Languages (CEFR) and **Novice Low** of the American Council on the Teaching of Foreign Languages (ACTFL).

Learning Objectives

By completing this course, students will:

- Identify familiar words and very basic phrases concerning their immediate surroundings when people speak slowly and clearly.
- Interpret familiar words and very simple sentences on very familiar topics using highly practiced language (e.g. small notes, street signs, formulaic language, etc.).
- Retrieve simple interactions provided that the interlocutor is prepared to repeat or rephrase things at a slower rate of speech (e.g. ask and answer simple questions in areas of immediate need or very familiar topics, etc.).
- Tell information related to themselves in a simplified way, including basic words and phrases and highly practiced sentences or formulaic questions (e.g. producing words, lists, notes, and formulaic language using highly practiced language).
- Write messages in some personally relevant contexts on topics that relate to basic biographical information (e.g. simple postcards, hotel registration forms, etc.).

Course Prerequisites

Online placement test and onsite test (written test and oral interview).

Methods of Instruction

The course follows a communicative approach and covers all five language skills: 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.

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 midterm and final exams are cumulative; this means that they consist of all the materials studied up to that

point. Each exam will likely contain all of the following components: a) Grammar and Vocabulary (20%), b) Reading comprehension (15%), c) Writing (15%), d) Listening comprehension (20%) and e) Speaking (30%).

Oral Tasks

On designated dates during the semester the student will have to present two oral tasks:

Oral presentation: This is an individual, out-of-class assessment. Students will record a description about their city. Each presentation should last up to 2 minutes. The assessment will consider linguistic competence (lexical competence, grammatical competence, phonological competence) but also pragmatic competences (coherence and cohesion, thematic development, fluency).

Oral interaction: This is a group, out-of-class assessment. Students will prepare a conversation in which they order dishes, ask about the ingredients, give information about the dishes... The conversation should last about 5 minutes, and will be recorded and sent to the professor. The assessment will consider linguistic competence (lexical competence, grammatical competence, phonological competence), sociolinguistic competence and also pragmatic competences (coherence and cohesion, thematic development, turn-taking, fluency).

Written Tasks

Students will have two composition themes/genres. The **two** compositions will be written on topics related to course materials. The composition 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 **on the CIEE grade scale**) after each day.

Class Participation

Participation in class will consider:

- Homework
- Active and effective volunteering and oral participation in class
- Canvas participation (quizzes, activities and forums)

Extra credit

In order to increase your final grade 5 points (out of 100 on the CIEE 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. The activities will be delivered before the last day of class.

No late work and handwritten activities will be accepted. **If you miss more than 3 classes, you cannot ask for an extra credit.**

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%).

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 Placement Test

Introduction to class: ask about words.

Syllabus and course content

Course Materials: Corpas et al. (2016: 8-10)

Class: 1.2 Giving Personal Information (I)

Communicative resources: giving personal information, greetings, resources to ask about words.

Grammatical resources: noun gender, conjugation, verbs *ser*, *tener* and *llamarse*.

Lexical resources: numbers, nationalities, professions, the alphabet.

Course Materials: Corpas et al. (2016: 10-21; 120-125)

Week 2

Class: 2.1 Giving Personal Information (II)

Communicative resources: giving personal information, greetings, resources to ask about words.

Grammatical resources: noun gender, conjugation, verbs *ser*, *tener* and *llamarse*.

Lexical resources: numbers, nationalities, professions, the alphabet.

Course Materials: Corpas et al. (2016: 10-21; 120-125)

Submission deadline Canvas Discussion: Introduce yourself

Class: 2.2 Living in Barcelona: Survival Phrases

Communicative resources: interactions at the bar, asking about prices, expressing feelings, asking information to get to a place.

Submission deadline: Canvas Quiz 1

Week 3

Class: 3.1 Expressing Intentions and Reasons (I)

Communicative resources: expressing intentions, expressing degree (adverbs *bien*, *bastante bien*, *regular*, *mal*), explaining reasons.

Grammatical resources: present indicative, article (el, la, los, las), some uses of prepositions and connectors (*a*, *con*, *de*, *por*, *para*, *porque* y *ni*).

Lexical resources: languages, hobbies, class activities.

Course Materials: Corpas et al. (2016: 22-33; 126-131)

Class: 3.2 Expressing Intentions and Reasons (II)

Communicative resources: expressing intentions, expressing degree (adverbs *bien, bastante bien, regular, mal*), explaining reasons.

Grammatical resources: present indicative, some irregular verbs in present indicative (*querer, tener*), article (*el, la, los, las*), some uses of prepositions and connectors (*a, con, de, por, para, porque y ni*).

Lexical resources: languages, hobbies, class activities.

Course Materials: Corpas et al. (2016: 22-33; 126-131)

Week 4

Class: 4.1 Expressing Intentions and Reasons (III)

Communicative resources: expressing intentions, expressing degree (adverbs *bien, bastante bien, regular, mal*), explaining reasons.

Grammatical resources: present indicative, some irregular verbs in present indicative (*querer, tener*), article (*el, la, los, las*), some uses of prepositions and connectors (*a, con, de, por, para, porue y ni*).

Lexical resources: languages, hobbies, class activities.

Course Materials: Corpas et al. (2016: 22-33; 126-131)

Submission Deadline Written task 1 version 1

Class: 4.2 Describing Cities and Weather (I)

Communicative resources: describing places and cities, expressing existence and location, talking about the weather.

Grammatical resources: impersonal verb *hay* to express existence and irregular verb in present tense *estar* to express location, interrogatives (*qué, cuál, cuántos, cuántas, dónde, cómo*), indefinite articles (*un, una, unos, unas*), quantifiers (*muy, mucho, mucha, muchos, muchas*), impersonal verbs to talk about the weather (*llueve, nieva, hace calor, hace frío*)

Lexical resources: geography, seasons, numbers from one hundred to one million

Course Materials: Corpas et al. (2016: 34-45; 132-137)

Submission deadline: Canvas Quiz 2

Week 5

Class: 5.1 Describing Cities and Weather (II)

Communicative resources: describing places and cities, expressing existence and location, talking about the weather.

Grammatical resources: impersonal verb *hay* to express existence and irregular verb in present tense *estar* to express location, interrogatives (*qué, cuál, cuántos, cuántas, dónde, cómo*), indefinite articles (*un, una, unos, unas*), quantifiers (*muy, mucho, mucha, muchos, muchas*), impersonal verbs to talk about the weather (*llueve, nieva, hace calor, hace frío*)

Lexical resources: geography, seasons, numbers from one hundred to one million

Course Materials: Corpas et al. (2016: 34-45; 132-137)

Submission deadline Written task 1 version 2

Class: 5.2 Describing Cities and Weather (III)

Communicative resources: describing places and cities, expressing existence and location, talking

about the weather.

Grammatical resources: impersonal verb *hay* to express existence and irregular verb in present tense *estar* to express location, interrogatives (*qué, cuál, cuántos, cuántas, dónde, cómo*), indefinite articles (*un, una, unos, unas*), quantifiers (*muy, mucho, mucha, muchos, muchas*), impersonal verbs to talk about the weather (*llueve, nieva, hace calor, hace frío*)

Lexical resources: geography, seasons, numbers from one hundred to one million

Course Materials: Corpas et al. (2016: 34-45; 132-137)

Submission deadline Canvas Quiz 3

Week 6

Class: 6.1 Describing Cities and Weather (IV)

Communicative resources: describing places and cities, expressing existence and location, talking about the weather.

Grammatical resources: impersonal verb *hay* to express existence and irregular verb in present tense *estar* to express location, interrogatives (*qué, cuál, cuántos, cuántas, dónde, cómo*), indefinite articles (*un, una, unos, unas*), quantifiers (*muy, mucho, mucha, muchos, muchas*), impersonal verbs to talk about the weather (*llueve, nieva, hace calor, hace frío*)

Lexical resources: geography, seasons, numbers from one hundred to one million

Course Materials: Corpas et al. (2016: 34-45; 132-137)

Submission deadline Oral task 1

Class: 6.2 Review for the Mid-term Exam

Week 7

Class: 7.1 Written Mid-term Exam

Class: 7.2 Oral Mid-term Exam

Week 8

Class: 8.1 Expressing Preferences and Describing Objects (I)

Communicative resources: describing objects, expressing needs, expressing preferences, interactions in shops, asking about prices.

Grammatical resources: interrogatives, construction *el, la, los, las* + adjective, present irregulars verbs *preferir, ir, and costar*

Lexical resources: numbers, colors, clothes, daily use objects.

Course Materials: Corpas et al. (2016: 46-57; 138-143)

Submission deadline Canvas Discussion 2: My favorite place in the city

Class: 8.2 Expressing Preferences and Describing Objects (II)

Communicative resources: describing objects, expressing needs, expressing preferences, interactions in shops, asking about prices

Grammatical resources: interrogatives, construction *el, la, los, las* + adjective, present irregulars verbs *preferir, ir, and costar*

Lexical resources: numbers, colors, clothes, daily use objects.

Course Materials: Corpas et al. (2016: 46-57; 138-143)

Submission deadline Canvas Quiz 4

Week 9

Class: 9.1 Expressing Preferences and Describing Objects (III)

Communicative resources: describing objects, expressing needs, expressing preferences, interactions in shops, asking about prices

Grammatical resources: interrogatives, construction *el, la, los, las* + adjective, present irregulars verbs *preferir, ir, and costar*

Lexical resources: numbers, colors, clothes, daily use objects.

Course Materials: Corpas et al. (2016: 46-57; 138-143)

Class: 9.2 Interactions in Restaurants (I)

Communicative resources: interactions in restaurants, asking and giving information about food. Expressing likes and dislikes. Ask about likes.

Grammatical resources: verbs *poner* and *traer*, verbs *gustar, también/tampoco*.

Lexical resources: meals, food.

Course Materials: Corpas et al. (2016: 82-93; 156-151)

Submission deadline Canvas Quiz 5

Week 10

Class: 10.1 Interactions in Restaurants (II)

Communicative resources: interactions in restaurants, asking and giving information about food. Expressing likes and dislikes. Ask about likes.

Grammatical resources: verbs *poner* and *traer*, verbs *gustar, también/tampoco*.

Lexical resources: meals, food.

Course Materials: Corpas et al. (2016: 82-93; 156-151)

Class: 10.2 Interactions in Restaurants (III)

Communicative resources: interactions in restaurants, asking and giving information about food. Expressing likes and dislikes. Ask about likes.

Grammatical resources: verbs *poner* and *traer*, verbs *gustar, también/tampoco*.

Lexical resources: meals, food.

Course Materials: Corpas et al. (2016: 82-93; 156-151)

Submission deadline Oral task 2

Language Exchange Activity

Week 11

Class: 11.1 .

Fieldtrip to the market

Submission deadline Canvas Quiz 6

Class: 11.2 Describing People (I)

Communicative resources: describing people's aspect and character. Talk about personal relations.

Grammatical resources: possessives, quantifiers (*muy, bastante, un poco*).

Lexical resources: family, character, hobbies.

Course Materials: Corpas et al. (2016: 58-69; 144-149)

Week 12

Class: 12.1 Describing People (II)

Communicative resources: describing people's aspect and character. Talk about personal relations.

Grammatical resources: possessives, quantifiers (*muy, bastante, un poco*).

Lexical resources: family, character, hobbies.

Course Materials: Corpas et al. (2016: 58-69; 144-149)

Submission deadline Canvas Discussion 3: An important person for me

Class: 12.2 Describing People (III)

Communicative resources: describing people's aspect and character. Talk about personal relations.

Grammatical resources: possessives, quantifiers (*muy, bastante, un poco*).

Lexical resources: family, character, hobbies.

Course Materials: Corpas et al. (2016: 58-69; 144-149)

Submission Deadline Written task 2 version1

Week 13

Class: 13.1 Describing Daily Routines (I)

Communicative resources: Describing daily routines, expressing frequency, the time.

Grammatical resources: present indicative (regular and irregular), sequence actions (*primero, después, luego*).

Lexical resources: days of the week, parts of the day, daily activities.

Course Materials: Corpas et al. (2016: 70-81; 150-155)

Class: 13.2 Describing Daily Routines (II)

Communicative resources: Describing daily routines, expressing frequency, the time.

Grammatical resources: present indicative (regular and irregular), sequence actions (*primero, después, luego*).

Lexical resources: days of the week, parts of the day, daily activities.

Course Materials: Corpas et al. (2016: 70-81; 150-155)

Submission Deadline Written task 2 version 2

Week 14

Class: 14.1 Describing Daily Routines (III)

Communicative resources: Describing daily routines, expressing frequency, the time.

Grammatical resources: present indicative (regular and irregular), sequence actions (*primero, después, luego*).

Lexical resources: days of the week, parts of the day, daily activities.

Course Materials: Corpas et al. (2016: 70-81; 150-155)

Submission deadline Canvas Quiz 7

Class: 14.2 Review for the Final Exam

Week 15

Class: 15.1 Written Final Exam

Class: 15.2 Oral Final Exam

Course Materials

Readings

Corpas, J.; Garmendia, A.; García, E.; Sans, N. (2014): Aula 1. Nueva Edición. Curso de español A1. Barcelona: Difusión.

Rodríguez, E. (2015): Un día en Barcelona: Difusión.