



## **CIEE Barcelona, Spain**

<b>Course title:</b>	Intermediate Spanish
<b>Course code:</b>	SPAN 2001 BASP
<b>Programs offering course:</b>	Business and Culture, Economics and Culture, Global Architecture and Design
<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 is an intermediate Spanish language course corresponding to level B1.1 of the Common European Framework of Reference for Languages (CEFR) and Intermediate Mid of the American Council on the Teaching of Foreign Languages (ACTFL).

### **Learning Objectives**

By completing this course, students will:

- Differentiate the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. when the delivery is relatively slow and clear.
- Analyze and understand every-day related texts or job-related language identifying main supporting details (e.g. description of events, expression of feelings and wishes in personal letters, etc.).
- Present topics describing experiences and events, their dreams, hopes and ambitions, giving reasons and explanations for opinions and plans or topics that have been studied.
- Produce conversations on topics that are familiar, of personal interest or pertinent to everyday life using culturally appropriate gestures and vocabulary, including high-frequency words and formulaic expressions (e.g. family, hobbies, work, travel and current events, etc.).
- Produce written texts on topics which are familiar or of personal interest using culturally appropriate vocabulary and expressions (e.g. personal letters describing experiences and impressions, blog entries, etc.).

### **Course Prerequisites**

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

### **Methods of Instruction**

The course follows a communicative approach and cover all five language activities: 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 and language exchange activities is mandatory.

### **Fieldtrips**

Every Spanish course includes at least one field-trip that offer insights into different aspects of Spanish and Catalanian culture. Fieldtrips attempt to cover three dimensions of culture: (i) the organization of the city (streets, buildings, neighborhoods, monuments, etc.), (ii) everyday life (bars, restaurants, local markets, etc.) and (iii) official culture (history, arts, politics, etc.). After their visit students must complete a written assignment for their Spanish course with information gathered during the field-trip plus readings previously distributed in class.

### **Language exchange**

Language exchange activities take part in a popular bar close to our study center, where a group of CIEE students and local students meet for spending a two hours relaxed time. The language exchange activity will be part of the participation grade.

### **Assessment and Final Grade**

1.	Mid-term Exam	20%
2.	Final Exam	30%
3.	Oral Tasks	20%
4.	Written Tasks	20%
5.	Class Participation	10%
	TOTAL	100%

## **Course Requirements**

### **Mid-term Exam**

### **Final Exam**

The mid-term and final exams are cumulative; they consist of all the materials studied up to that point. Each exam will likely contain all 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**

Oral interview: This is an individual, out-of-class assessment. Students will choose a native Spanish speaker and will prepare an interview that they will record and send to the instructor. In addition to the recording, students will prepare a written version of the interview, selecting the most relevant parts of the conversation. The assessment will consider linguistic competence (grammar, vocabulary, pronunciation) but also communicative competence (fluency, interaction) and style.

Oral presentation: On designated dates during the semester the student will have to present a topic related to a specific theme that will be assigned to him/her by the instructor. Each presentation should last up to 10 minutes. Students will be asked to supplement their presentations with Power Point. Each presentation will be followed by a short question and answer session.

### **Written Tasks**

Students will have two composition themes/genres. 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 (out of 100 in the US grade scale) after each day.

### **Class Participation**

The Class participation grade will take into account the following criteria: active and effective volunteering and oral participation in class, homework, quizzes, Canvas forum and vocabulary.

### Extra credit

In order to increase your final grade 5 points (out of 100 on the US 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 word 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%).

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 Course introduction: Living in Barcelona: everyday interactions (I)

Written and oral level test

Class: 1.2 Course introduction: Living in Barcelona: everyday interactions (II)

Introduction to class: syllabus and course content.

Surviving in Barcelona

Communicative resources: greetings, requests and permission, giving directions.

Grammatical resources: Present tense, imperative.

Lexical resources: vocabulary to talk about shops, markets and restaurants.

Course materials: booklet of activities provided in class.

#### **Week 2**

Class: 2.1 Course introduction: Living in Barcelona: everyday interactions (III)

Communicative resources: expressing interests, explaining basic information

Grammatical resources: present tense, conditional tense and basic structures

Lexical resources: vocabulary to talk about yourself

Course materials: booklet of activities provided in class

Class: 2.2 Explaining habits in the past (I)

Communicative resources: explaining habits in the past. To argue and to debate.

Grammatical resources: imperfect tense; temporary markers (*ya no/ todavía / ahora / antes / actualmente*); to introduce an opinion (*creo que / yo pienso que*, etc.)

Lexical resources: talking about Spanish History and stages of life, travel vocabulary.

Course materials: Corpas et al. (2013: 22-24; 114-115)

#### **Week 3**

Class: 3.1 Explaining habits in the past (II)

Communicative resources: explaining habits in the past. To argue and to debate.

Grammatical resources: imperfect tense; temporary markers (*ya no/ todavía / ahora / antes/ actualmente*); to introduce an opinion (*creo que/ yo pienso que, etc.*)

Lexical resources: talking about Spanish History and stages of life, travel vocabulary.

Course materials: Corpas et al. (2013: 26-28; 116-117)

Instruction for written task 1

Class: 3.2 Explaining habits in the past (III)

Communicative resources: explaining habits in the past. To argue and to debate.

Grammatical resources: imperfect tense; temporary markers (*ya no/ todavía / ahora / antes / actualmente*); to introduce an opinion (*creo que / yo pienso que, etc.*)

Lexical resources: talking about Spanish History and stages of life, travel vocabulary.

Course materials: Corpas et al. (2013: 25,30-33;119)

#### Week 4

Class: 4.1 Expressing commands and things that are prohibited (I)

Communicative resources: expressing prohibition, expressing obligation.

Grammatical resources: structures to express prohibitions/obligation *es obligatorio/ está prohibido/ está permitido + infinitive, se prohíbe/n, se permite/n + sustantivo.*

Lexical resources: politics and society; education.

Course materials: Corpas et al. (2013: 34-36; 120-121)

Exchange activity: Bar Coco Vail 19:30h

Submission written task 1 version 1

Class: 4.2 Expressing commands and things that are prohibited (II)

Communicative resources: expressing prohibition, expressing obligation.

Grammatical resources: structures to express prohibitions/obligation, *es obligatorio/ está prohibido/ está permitido + infinitive, se prohíbe/n, se permite/n + sustantivo.*

Lexical resources: politics and society; education.

Course materials: Corpas et al. (2013: 37-39; 122)

Fieldtrip 1: Visiting a local market

#### Week 5

Class: 5.1 Expressing commands and things that are prohibited (III)

Communicative resources: expressing impersonality and explaining habits in the present.

Grammatical resources: to talk about habits, *lo normal/ lo habitual/ lo raro es + infinitive; soler + infinitive; quantifiers: todo el mundo/ la mayoría (de...)/ muchos/ algunos (...)*

Lexical resources: vocabulary to talk about social customs.

Course materials: Corpas et al. (2013: 40-42; 123-124)

Submission written task 1 version 2

Class: 5.2 Expressing commands and things that are prohibited (IV)

Communicative resources: expressing impersonality and explaining habits in the present.

Grammatical resources: to talk about habits, *lo normal/ lo habitual/ lo raro es + infinitive; soler + infinitive; quantifiers: todo el mundo/ la mayoría (de...)/ muchos/ algunos (...)*

Lexical resources: vocabulary to talk about social customs.

Course materials: Corpas et al. (2015: 43-45; 125)

Instruction for written task 2

## **Week 6**

Class: 6.1 Relating events in the past (I)

Communicative resources: describing past actions.

Grammatical resources: Preterit.

Lexical resources: historical events.

Lexical resources: vocabulary related to feelings, interests and disagreement.

Course materials: Corpas et al. (2013: 58-60; 132-133)

Submission written task 2 version 1

Class: 6.2 Relating events in the past (II)

Communicative resources: describing past actions.

Grammatical resources: Preterit.

Lexical resources: historical events.

Course materials: Corpas et al. (2013: 63-65; 134-135)

## **Week 7**

Class: 7.1 Review for the mid-term exam

Grammatical resources: Revision of past tenses, connectors, habits, prohibition, introduce an opinion and obligation.

Course materials: Canvas material. Mock exam.

Submission written task 2 version 2

Class: 7.2 Written mid-term exam

## **Week 8**

Class: 8.1 Oral mid-term exam

Class: 8.2 Relating events in the past (III)

Communicative resources: explaining anecdotes in the past.

Grammatical resources: verbal periphrasis *estar + gerund*, discourse markers (*una vez, un día, de repente...*); differences between preterit vs. imperfect tense.

Lexical resources: emotions

Course materials: Corpas et al. (2013: 66-67; 132-136)

## **Week 9**

Class: 9.1 Relating events in the future (I)

Communicative resources: describing plans and predictions in the future

Grammatical resources: future, temporary markers (*mañana, pasado mañana...*).

Lexical resources: talking about the world's problems.

Course materials: Corpas et al. (2013: 82-85; 144)

Class: 9.2 Relating events in the future (II)

Communicative resources: describing plans and predictions in the future

Grammatical resources: future, temporary markers (*mañana, pasado mañana...*).

Lexical resources: talking about the world's problems.

Course materials: Corpas et al. (2013: 86-89; 145-146)

Instruction for oral task 1

**Week 10**

Class: 10.1 Relating events in the future (III)

Communicative resources: expressing probability

Grammatical resources: conditional clauses: *si*+ present indicative, future; *depende de* + sustantive; *depende de si* + present indicative; present subjunctive.

Lexical resources: predictions about the future

Course materials: Corpas et al. (2013: 90-91; 147-148)

Class: 10.2 Relating events in the future (IV)

Communicative resources: expressing probability

Grammatical resources: conditional clauses: *si*+ present indicative, future; *depende de* + sustantive; *depende de si* + present indicative; present subjunctive.

Lexical resources: predictions about the future

Course materials: Corpas et al. (2013: 92-93; 149)

**Week 11**

Class: 11.1 Telling stories and giving opinions (I)

Communicative resources: expressing probability

Grammatical resources: *si*+ present indicative, future; *depende de* + sustantive; *depende de si* + present indicative; present subjunctive.

Lexical resources: predictions about the future

Course materials: Corpas et al. (2013: 94-96; 150-151)

Class: 11.2 Fieldtrip to the neighborhood of Gracia (Barcelona)

Communicative resources: giving direction.

Express opinions and wishes, express lack of knowledge

Lexical resources: environment, cities and solidarity.

Course materials: Canvas material to prepare fieldtrip.

Video project from the fieldtrip

Submission deadline for oral task 1

**Week 12**

Class: 12.1 Telling stories and giving opinions (II)

Communicative resources: expressing probability

Grammatical resources: *si*+ present indicative, future; *depende de* + sustantive; *depende de si* + present indicative; present subjunctive.

Lexical resources: predictions about the future

Course materials: Corpas et al. (2013: 97-99; 152-153)

Class: 12.2 Telling stories and giving opinions (III)

Communicative resources: telling stories. Giving opinions and talking about cinema and TV.

Grammatical resources: object pronouns (direct object and indirect object).

Lexical resources: cinema, TV, books

Course materials: Corpas et al. (2013: 100-102; 154)

Instruction for oral task 2

**Week 13**

Class: 13.1 Telling stories and giving opinions (IV)

Communicative resources: telling stories. Giving opinions and talking about cinema and TV.

Grammatical resources: object pronouns (direct object and indirect object).

Lexical resources: cinema, TV, books

Course materials: Corpas et al. (2013: 103-105; 155)

Class: 13.2 Oral presentations (II)

Communicative resources: Present a movie plot.

Grammatical resources: speech markers.

Lexical resources: movies, series.

Submission deadline for oral task 2

**Week 14**

Class: 14.1 Webserie Workshop: reviewing contents

Communicative resources: expressing interests, explaining habits in the past, to argue and to debate, expressing commands, explaining anecdotes, describing plans.

Lexical resources: house, cities, personal relations.

Course materials: Canvas material

Class: 14.2 Review for the final exam

Grammatical resources: Revision of past tenses, future tense, past and present, connectors, special uses of the conditional and the future tense; telling

anecdotes, and revision of direct object and indirect object pronouns.

Course materials: Canvas material. Mock exam.

**Week 15**

Class: 15.1 Written final exam

Class: 15.2 Oral final exam

## **Course Materials**

### **Readings**

Corpas, J.; Garmendia, A.; Sánchez, N.; Soriano, C. (2013): Aula 3 Nueva Edición. Curso de español B1. Barcelona: Difusión.