



CIEE Barcelona, Spain

Course title:	Pre-Intermediate Spanish
Course code:	SPAN 1002 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 Pre-Intermediate Spanish language course corresponding to level **A2** of the Common European Framework of Reference for Languages (CEFR) and **Intermediate Low** of the American Council on the Teaching of Foreign Languages (ACTFL). Its aim is to help basic users of the language become independent users.

Learning Objectives

By completing this course, students will:

- Distinguish phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated.
- Interpret short, simple texts on familiar matters or job-related language containing the highest frequency vocabulary and identify specific information in simpler written material (e.g. letters, menus, timetables, brochures, short newspaper articles, etc.).
- Discuss about familiar topics and activities, provided they receive some help with formulation and can ask for repetition of key points if necessary, with reasonable ease in structured everyday situations and short conversations.
- Express themselves in situations where a simple description on a topic pertinent to their everyday life is required (e.g. people, living or working conditions, daily routines, likes/dislikes, plans and arrangements, past activities and personal experiences, etc.).
- Write simple phrases and sentences linked with basic connectors about everyday aspects of their environment (e.g. people, family, places, living conditions, a job or study experience, basic descriptions of events, personal experiences, 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 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 two field-trips 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 activity will be part of the participation grade.

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 mid-term and final exams are cumulative; that is to say 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 interaction: This is a group, out-of-class assessment. Students will prepare a conversation to make an appointment. The conversation should last about 5 minutes, and will be recorded with video 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).

Oral presentation: This is an individual, out-of-class assessment. Students will record a video introducing their family/friends. Each presentation should last from 5 to 10 minutes. The assessment will consider linguistic competence (lexical competence, grammatical competence, phonological competence) but also pragmatic competences (coherence and cohesion, thematic development, fluency).

Written Tasks

Students will have two composition themes/genres. One of the tasks will be related to course fieldtrips. Students must attend fieldtrips in order to obtain the information required for fulfilling the written task. The other 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 hundred in the grade scale) after each day.

Class Participation

The Class participation grade will consider the following criteria:

- 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 Spanish 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%).

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.

Communicative resources: Interactions in bars and restaurants.

Grammatical resources: verbs *poner* and *traer*

Lexical resources: Daily meals, food, typical Spanish dishes

Course materials: booklet of activities provided in class

Week 2

Class: 2.1 Helping students improve their understanding of the Spanish language (I)

Communicative resources: talk about habits, express duration, ask and answer about learning motivations.

Grammatical resources: regular and irregular present tense and reflexive verbs.

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

Course materials: Corpas et al. (2015: 10-14; 120-121)

Class: 2.2 Helping students improve their understanding of the Spanish language (II)

Communicative resources: talk about habits, express duration, ask and answer about learning motivations.

Grammatical resources: regular and irregular present tense, reflexive verbs, duration structures (*desde, desde hace, hace...que*).

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

Course materials: Corpas et al. (2015: 15-19; 122-123).

Week 3

Class: 3.1 Writing a biography (I)

Communicative resources: narrate and relate past events, express beginning and ending of an action.

Grammatical resources: past tenses (*Pretérito Indefinido*), past temporal markers.

Lexical resources: cinema and biographies.

Course materials: Corpas et al. (2015: 22-25; 126-127)

Class: 3.2 Writing a biography (II)

Communicative resources: narrate and relate past events, express beginning and ending of an action.

Grammatical resources: past tenses (*Pretérito Indefinido*), past temporal markers.

Lexical resources: cinema and biographies.

Course materials: Corpas et al. (2015: 26-27; 128)

Week 4

Class: 4.1 Writing a biography (III)

Communicative resources: narrate and relate past events, express beginning and ending of an action.

Grammatical resources: past tenses (*Pretérito Indefinido*), past temporal markers.

Lexical resources: cinema and biographies.

Course materials: Corpas et al. (2015: 28-30; 129)

Instruction for written task 1

Class: 4.2 Writing a biography (IV)

Communicative resources: narrate and relate past events, express beginning and ending of an action.

Grammatical resources: past tenses (*Pretérito Indefinido*), past temporal markers.

Lexical resources: cinema and biographies.

Course materials: Corpas et al. (2015: 30-32; 130-131)

Week 5

Class: 5.1 Describing people (I)

Communicative resources: identify and describe people (appearance and personality), express relationship and similarities.

Grammatical resources: irregular present tense, demonstratives (*este, esta, estos, estas, etc.*), identifying structures (*el/la/los/las + que + verbo, etc.*).

Lexical resources: Clothes vocabulary, physical description adjectives, description verbs (*ser, tener y llevar*).

Course materials: Corpas et al. (2015: 34-36; 132)

Class: 5.2 Describing people (II)

Communicative resources: identify and describe people (appearance and personality), express relationship and similarities.

Grammatical resources: irregular present tense, demonstratives (*este, esta, estos, estas, etc.*), identifying structures (*el/la/los/las + que + verbo, etc.*).

Lexical resources: Clothes vocabulary, physical description adjectives, description verbs (*ser, tener y llevar*).

Course materials: Corpas et al. (2015: 37-39; 133-134)

Week 6

Class: 6.1 Describing people (III)

Communicative resources: identify and describe people (appearance and personality), express relationship and similarities.

Grammatical resources: irregular present tense, demonstratives (*este, esta, estos, estas, etc.*), identifying structures (*el/la/los/las + que + verbo, etc.*).

Lexical resources: Clothes vocabulary, physical description adjectives, description verbs (*ser, tener y llevar*).

Course materials: Corpas et al. (2015: 40-42; 135)

Submission deadline written task 1 version 2

Class: 6.2 Describing people (IV)

Communicative resources: identify and describe people (appearance and personality), express relationship and similarities.

Grammatical resources: irregular present tense, demonstratives (*este, esta, estos, estas, etc.*), identifying structures (*el/la/los/las + que + verbo, etc.*).

Lexical resources: Clothes vocabulary, physical description adjectives, description verbs (*ser, tener y llevar*).

Course materials: Corpas et al. (2015: 43-45; 136-137)

Language exchange activity at 7:30 p.m. with local students.

Instruction for oral task 1

Week 7

Class: 7.1 Review for the mid-term exam

Course materials: Canvas material. Mock exam.

Submission deadline for oral task 1

Class: 7.2 Written mid-term exam

Week 8

Class: 8.1 Oral mid-term exam

Class: 8.2 Describing a house (I)

Communicative resources: express likes and preferences, describe a house, compare, express coincidence, place and describe objects.

Grammatical resources: comparative structures, prepositions (*debajo, encima, etc.*), some uses of

ser y estar.

Lexical resources: types and parts of a house, adjectives to describe a house; shapes, styles and materials.

Course materials: Corpas et al. (2015: 46-49; 138-139)

Week 9

Class: 9.1 Describing a house (II)

Communicative resources: express likes and preferences, describe a house, compare, express coincidence, place and describe objects.

Grammatical resources: comparative structures, prepositions (*debajo, encima, etc.*), some uses of *ser y estar*.

Lexical resources: types and parts of a house, adjectives to describe a house; shapes, styles and materials.

Course materials: Corpas et al. (2015:50-53; 140-143)

Instruction for written task 2

Class: 9.2 Fieldtrip 1

Week 10

Class: 10.1 Free time activities (I)

Communicative resources: narrate past experiences, talk about future plans and projects.

Grammatical resources: Past tenses (*Pretérito perfecto, Pretérito Indefinido*), future structures (*ir a + infinitive*), present continuous (*estar + gerundio*).

Lexical resources: Travelling and free time activities.

Course materials: Corpas et al. (2015: 70-71; 150-151)

Submission deadline Written task 2 version 1

Class: 10.2 Free time activities (II)

Communicative resources: narrate past experiences, talk about future plans and projects.

Grammatical resources: Past tenses (*Pretérito perfecto, Pretérito Indefinido*), future structures (*ir a + infinitive*), present continuous (*estar + gerundio*).

Lexical resources: Travelling and free time activities.

Course materials: Corpas et al. (2015: 72-73; 152)

Week 11

Class: 11.1 Free time activities (III)

Communicative resources: narrate past experiences, talk about future plans and projects.

Grammatical resources: Past tenses (*Pretérito perfecto, Pretérito Indefinido*), future structures (*ir a + infinitive*), present continuous (*estar + gerundio*).

Lexical resources: Travelling and free time activities.

Course materials: Corpas et al. (2015: 74-76; 153-154)

Class: 11.2 Free time activities (IV)

Communicative resources: to narrate past experiences, to talk about future plans and projects.

Grammatical resources: Past tenses (*Pretérito perfecto, Pretérito Indefinido*), future structures (*ir*

a + infinitive), present continuous (*estar + gerundio*).

Lexical resources: Travelling and free time activities.

Course materials: Corpas et al. (2015: 78-79; 155)

Submission deadline Written task 2 version 2

Week 12

Class: 12.1 Having dinner (I)

Communicative resources: Talk about food habits, explain how to prepare a dish.

Grammatical resources: direct object pronouns, some uses of *ser y estar*, discourse markers (*y, pero, además*)

Lexical resources: food, recipes, weights and measures.

Course materials: Corpas et al. (2014: 82-84; 156)

Class: 12.2 Having dinner (II)

Communicative resources: Talk about food habits, explain how to prepare a dish.

Grammatical resources: direct object pronouns, some uses of *ser y estar*, discourse markers (*y, pero, además*)

Lexical resources: food, recipes, weights and measures.

Course materials: Corpas et al. (2014: 85-86; 157-158)

Instructions for oral task 2

Week 13

Class: 13.1 Having dinner (III)

Communicative resources: Talk about food habits, explain how to prepare a dish.

Grammatical resources: direct object pronouns, some uses of *ser y estar*, discourse markers (*y, pero, además*)

Lexical resources: food, recipes, weights and measures.

Course materials: Corpas et al. (2014:87-88; 159)

Class: 13.2 Having dinner (IV)

Communicative resources: Talk about food habits, explain how to prepare a dish.

Grammatical resources: direct object pronouns, some uses of *ser y estar*, discourse markers (*y, pero, además*)

Lexical resources: food, recipes, weights and measures.

Course materials: Corpas et al. (2014: 90-91; 160-161)

Submission deadline Oral task 2

Week 14

Class: 14.1 Fieldtrip 2

Class: 14.2 Review for the final exam

Week 15

Class: 15.1 Written final exam

Course Materials

Readings

Corpas, J.; Garmendia, A.; Soriano, C. (2013): *Aula 2. Curso de español. Nueva edición*. Barcelona: Difusión.