



CIEE Barcelona, Spain

Course title:	Advanced Spanish
Course code:	SPAN 3001 BASP
Programs offering course:	Business and Culture, Economics and Culture, Global Architecture and Design, Liberal Arts
Language of instruction:	Spanish
U.S. semester credits:	3.00
Contact hours:	45.00
Term:	Fall 2023

Course Description

This advanced Spanish language course corresponds to levels B1.2-B2.1 of the Common European Framework of Reference for Languages (CEFR) and Advanced Low of the American Council on Teaching Foreign Languages (ACTFL).

Learning Objectives

By completing this course, students will:

- Listening: be able to understand the main points of extended speech and lectures and follow the main lines of argument provided a reasonably familiar topic: most TV news and current affairs programs and films in standard dialect.
- Reading: be able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events.
- Spoken interaction: be able to interact with a degree of fluency about some topics that make regular interaction with native speakers quite possible and take an active part in discussion in familiar contexts.
- Spoken production: be able to present descriptions on a wide range of subjects related to a particular field of interest and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Writing: be able to write clear, detailed text on a wide range of subjects related to the student's interests, an essay or report, passing on information or giving reasons in support of or against a particular point of view, and letters highlighting the personal significance of events and experiences.

Course Prerequisites

Students must have completed an intermediate Spanish language course or equivalent. 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 is mandatory, but language exchange activities are optional (participation in this activity will increase the participation grade up to 1 point out of 10).

Fieldtrips

Every Spanish course includes at least one field-trip that offers insights into different aspects of Spanish and Catalan 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.). The information gathered during the fieldtrip plus readings previously distributed in class may be used as a basis for a graded task.

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.	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; meaning that they include all material studied up to that point. Each exam will likely contain the following components: a) Grammar and Vocabulary (20%), b) Reading comprehension (15%), c) Writing (15%), d) Listening comprehension (20%) and e) Speaking production and interaction (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. 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 PowerPoint. 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 final written part 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 in the US grade scale) after each day, regardless the reason.

Class Participation

The grade for the lass participation part takes into account the following criteria includes: active and effective volunteering and oral participation in class, homework activities, Canvas forum, Canvas quizzes and other possible Canvas activities.

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: Politeness: greetings, requests and permission.

Lexical resources: travelling: directions, public transports and services.

Transactions: shops, markets and restaurants.

Course materials: booklet of activities provided in class

Week 2

Class: 2.1 Introduction. Relating anecdotes in the past (I)

Revision of different communicative resources: relating anecdotes in the past and reacting when hearing an anecdote; expressing cause and consequence.

Revision of different grammatical resources: past perfect; all past tenses

Combined, connectors (*que, de modo que, etc.*).

Lexical resources: trips and tourism.

Course materials: Corpas et al. (2015: 34-36; 120)

Class: 2.2 Relating anecdotes in the past (II)

Introduction to the course (syllabus and course content).

Revision of different communicative resources: relating anecdotes in the past and reacting when hearing an anecdote; expressing cause and consequence.

Revision of different grammatical resources: past perfect; all past tenses

Combined, connectors (*que, de modo que, etc.*).

Lexical resources: trips and tourism.

Course materials: Corpas et al. (2015: 37-39; 121-122)

Week 3

Class: 3.1 Relating anecdotes in the past (III)

Introduction to the course (syllabus and course content).

Revision of different communicative resources: relating anecdotes in the past and reacting when hearing an anecdote; expressing cause and consequence.

Revision of different grammatical resources: past perfect; all past tenses

Combined, connectors (*que, de modo que, etc.*).

Lexical resources: trips and tourism.

Course materials: Corpas et al. (2015: 40-42; 123-124)

Class: 3.2 Relating anecdotes in the past (IV)

Introduction to the course (syllabus and course content).

Revision of different communicative resources: relating anecdotes in the past and reacting when hearing an anecdote; expressing cause and consequence.

Revision of different grammatical resources: past perfect; all past tenses

Combined, connectors (*que, de modo que, etc.*).

Lexical resources: trips and tourism.

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

Week 4

Class: 4.1 Expressing needs and demands and suggesting solutions (I)

Communicative resources: expressing needs and demands; reporting social problems and suggesting solutions.

Grammatical resources: subjunctive with verbs related to needs, demands, wishes; subjunctive with temporal constructions.

Lexical resources: politics and society; education.

Course materials: Corpas et al. (2015: 22-25; 114-115)

Exchange activity Bar Coco Vail 19:30h

Instruction for written task 1

Class: 4.2 Expressing needs and demands and suggesting solutions (II)

Communicative resources: expressing needs and demands; reporting social problems and suggesting solutions.

Grammatical resources: subjunctive with verbs related to needs, demands, wishes; subjunctive with temporal constructions.

Lexical resources: politics and society; education.

Course materials: Corpas et al. (2015: 26-29; 116-117)

Week 5

Class: 5.1 Expressing needs and demands and suggesting solutions (III)

Communicative resources: expressing needs and

demands; reporting social problems and suggesting solutions.

Grammatical resources: subjunctive with verbs related to needs, demands, wishes; subjunctive with temporal constructions.

Lexical resources: politics and society; education.

Course materials: Corpas et al. (2015: 30-33; 116-117)

Submission written task 1 version 1

Class: 5.2 Expressing interests and feelings; expressing disagreement (I)

Communicative resources: expressing interests and feelings; expressing disagreement.

Grammatical resources: subjunctive with verbs related to feelings.

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

Course materials: Corpas et al. (2015: 46-49; 126-127)

Week 6

Class: 6.1 Expressing interests and feelings; expressing disagreement (II)

Communicative resources: expressing interests and feelings; expressing disagreement.

Grammatical resources: subjunctive with verbs related to feelings.

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

Course materials: Corpas et al. (2015: 50-53; 128-129)

Submission written task 1 version 2

Class: 6.2 Expressing interests and feelings; expressing disagreement (III)

Communicative resources: expressing interests and feelings; expressing disagreement.

Grammatical resources: subjunctive with verbs related to feelings.

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

Course materials: Corpas et al. (2015: 54-57; 128-129)

Instruction for oral task 1

Week 7

Class: 7.1 Review for the midterm exam

Grammatical resources: Revision of past tenses combined, connectors, subjunctive with verbs related to needs, demands, wishes; subjunctive with temporal constructions. subjunctive with verbs related to feelings.

Course materials: Canvas material. Mock exam.

Submission deadline for oral task 1

Class: 7.2 Written midterm exam

Week 8

Class: 8.1 Oral midterm exam

Class: 8.2 Describing and giving opinion about objects (I)

Communicative resources: describing and giving

opinion about objects. Grammatical resources: superlatives; indicative and subjunctive with relative sentences. Lexical resources: design

Course materials: Corpas et al. (2015: 58-61; 132-133)

Week 9

Class: 9.1 Describing and giving opinion about objects (II)

Communicative resources: describing and giving opinion about objects.

Grammatical resources: superlatives; indicative and subjunctive with relative sentences.

Lexical resources: design

Course materials: Corpas et al. (2015: 62-65; 134-135)

Class: 9.2 Describing and giving opinion about objects (III)

Communicative resources: describing and giving opinion about objects.

Grammatical resources: superlatives; indicative and subjunctive with relative sentences.

Lexical resources: design

Course materials: Corpas et al. (2015: 66-69; 136-137)

Week 10

Class: 10.1 Giving opinion about actions and behaviors (I)

Communicative resources: giving opinion about actions and behaviors.

Grammatical resources: conditional; present and past subjunctive for expressing opinions.

Lexical resources: environment and solidarity.

Course materials: Corpas et al. (2015: 70-73; 138-139)

Instruction for written task 2

Class: 10.2 Fieldtrip to the neighborhood of Gracia (Barcelona)

Communicative resources: giving opinion about actions and behaviors.

Grammatical resources: conditional; present and past subjunctive for expressing opinions.

Lexical resources: environment and solidarity.

Course materials: Canvas material to prepare fieldtrip.

Video project from the fieldtrip

Week 11

Class: 11.1 Giving opinion about actions and behaviors (II)

Communicative resources: giving opinion about actions and behaviors.

Grammatical resources: conditional; present and past subjunctive for expressing opinions.

Lexical resources: environment and solidarity.

Course materials: Corpas et al. (2015: 74-77; 140-141)

Class: 11.2 Hypothesis for imaginary situations (I)

Communicative resources: expressing hypothesis for imaginary situations.

Express opinions and wishes, express lack of knowledge

Grammatical resources: Conditional uses; subjunctive imperfect and conditional for expressing hypothesis.

Lexical resources: traditions, verbs expressing feelings: to disgust, to panic, to be ashamed of, etc.

Course materials: Corpas et al. (2007: 36-39; 104-105)

Submission written task 2 version 1

Week 12

Class: 12.1 Hypothesis for imaginary situations (II)

Communicative resources: expressing hypothesis for imaginary situations.

Express opinions and wishes, express lack of knowledge

Grammatical resources: Conditional uses; subjunctive imperfect and conditional for expressing hypothesis.

Lexical resources: traditions, verbs expressing feelings: to disgust, to panic, to be ashamed of, etc.

Course materials: Corpas et al. (2007: 40-43; 106-107)

Class: 12.2 Hypothesis for imaginary situations (III)

Communicative resources: expressing hypothesis for imaginary situations.

Express opinions and wishes, express lack of knowledge

Grammatical resources: Conditional uses; subjunctive imperfect and conditional for expressing hypothesis.

Lexical resources: traditions, verbs expressing feelings: to disgust, to panic, to be ashamed of, etc.

Course materials: Corpas et al. (2007: 44-49; 108-109)

Submission written task 2 version 2

Week 13

Class: 13.1 Expressing levels of certainty and make hypothesis (I)

Communicative resources: expressing hypothesis and certainty/uncertainty.

Grammatical resources: special uses of the conditional and the future tense; indicative and subjunctive (present and past) for expressing different levels of certainty.

Lexical resources: psychology, beliefs and science.

Course materials: Corpas et al. (2015: 82-85; 144-145)

Class: 13.2 Expressing levels of certainty and make hypothesis (II)

Communicative resources: expressing hypothesis and certainty/uncertainty.

Grammatical resources: special uses of the conditional and the future tense; indicative and subjunctive (present and past) for expressing different levels of certainty.

Lexical resources: psychology, beliefs and science.

Course materials: Corpas et al. (2015: 86-89; 146-147)

Instructions for oral task 2

Week 14

Class: 14.1 Expressing levels of certainty and make hypothesis (III)

Communicative resources: expressing hypothesis and certainty/uncertainty.

Grammatical resources: special uses of the conditional and the future tense; indicative and subjunctive (present and past) for expressing different levels of certainty.

Lexical resources: psychology, beliefs and science.

Course materials: Corpas et al. (2015: 90-93; 148-149)

Class: 14.2 Review for the final exam

Grammatical resources: Revision of subjunctive, past and present, connectors, special uses of the conditional and the future tense; indicative and subjunctive (present and past) for expressing different levels of certainty.

Course materials: Canvas material. Mock exam.

Submission deadline for oral task 2

Week 15

Class: 15.1 Written final exam

Class: 15.2 Oral final exam

Course Materials

Readings

Corpas, J., Garmendia, C., Soriano, C., 2015 Aula 4 Nueva Edición. Libro del alumno. Barcelona: Difusión

Corpas, J., Garmendia, C., Soriano, C., 2015 Aula 5 Nueva Edición. Libro del alumno. Barcelona: Difusión

Cabrera, D., 2011 Che, geografías del Che. Barcelona: Difusión

Moreno, A., 2011 Frida Kahlo, viva la vida. Barcelona: Difusión