



## CIEE Barcelona, Spain

<b>Course title:</b>	Advanced Spanish Grammar, Composition, and Conversation
<b>Course code:</b>	SPAN 3002 BASP
<b>Programs offering course:</b>	Business and Culture, Economics and Culture, Global Architecture and Design, 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 advanced Spanish language course corresponds to level B2-B2.2 of the Common European Framework of Reference for Languages (CEFR) and Advanced Mid of the American Council on Teaching Foreign Languages (ACTFL).

### Learning Objectives

By completing this course, students will:

- Manage information extracted from extended speech and lectures and follow complex lines of argument even if the topic is not familiar.
- Prove their comprehension of different discourse texts such as those found in stories, literary works, personal and work-related correspondence, written reports or instructions, and other texts dealing with topics of a concrete nature.
- Create oral messages fully and effectively in contexts both personal and general, showing emerging evidence of the ability to provide a well-supported argument, including detailed evidence supporting or against a point of view.
- Produce spoken narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events, expressing themselves fully in paragraph-length conversation about events with details and organization.
- Generate and rewrite written discourse into an organized, cohesive, and detailed text on a wide range of topics related to their interests, producing full paragraphs that are organized and detailed, convincing with arguments in support of or against a particular point of view.

### Course Prerequisites

4 semesters of college-level Spanish (or equivalent). Online placement 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, emphasizing developing oral and written interaction. The classes combine:

- Understanding and analyzing oral or written examples of language.
- Introduction, explanation, and grammar content practice.
- Production of oral and written texts.

### Assessment and Final Grade

1.	Midterm Exam	25%
2.	Final Exam	25%
3.	Oral Tasks	20%
4.	Written Compositions	20%

5.	Class Participation	10%
	TOTAL	100%

## **Course Requirements**

### **Midterm Exam**

### **Final Exam**

The midterm and final exams will likely contain all of the following components: a) Grammar and Vocabulary b) Reading comprehension, c) Writing

### **Oral Tasks**

There will be a debate and a final oral presentation about a cultural aspect. The exercise should last up to 10 minutes. Students will be asked to supplement their presentations with PowerPoint. Each one will be followed by a short question and answer session.

- Oral debate: On designated dates during the course, the students will have to present different arguments about a topic related to a specific theme assigned to them by the Instructor. Each group defends another point of view regarding a controversial topic.
- Oral presentation: On designated dates during the course, the student will have to present a topic related to a specific theme assigned to them 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 Compositions**

Compositions will be written on topics related to course materials. Students will write three compositions of 1.5 to 2 pages. The exercise will be a formal letter, an argumentative text, and an expository text. There will be a first draft which the professor will correct with the correcting code and the final version. The final grade will be the average between the first draft and the final version. Every composition will be evaluated as follows:

- Grammar: 40%
- Style:20%
- Organization:20%
- Content:20%

### **Correcting code**

All compositions, exams, exercises will be corrected with the following correcting code:

a = acento (accent mark)

c = concordancia (agreement)

o = ortografía (spelling)

t = tiempo verbal (verb tense)

f= forma (incorrect form: adjective instead of noun, etc.)

s = sujeto (verb conjugated for the incorrect subject)

v = vocabulario (vocabulary)

x = falta algo (something is missing)

s/e = ser and estar

pas= pretérito/imperfecto (use of past tenses)

pp = preposiciones (prepositions)

m = modo indicativo-subjuntivo (modo indicative-subjunctive)

### **Plagiarism**

Any copy or reproduction of a text that is not yours is considered plagiarism. **Therefore, you CAN NOT use any translation device or websites such as spanishdict.com to write your compositions, only dictionaries**

**such as wordreference.com. Furthermore, it is NOT allowed to have your compositions proofread by a native speaker. If your professor detects you have used translation websites or native speakers to write or proofread your composition, you will violate the Honor Code and get a 0.**

## **Class Participation**

Class participation will be evaluated as follows:

A - Active and effective volunteering and oral participation in class, individually, with groups, and with partners.

**NO ENGLISH. NO CELLPHONES**

B - Some volunteering in class, practical and active work with partners. **NO ENGLISH. NO CELLPHONES**

C - Few responses in class but effective and active works with partners. **NO CELLPHONES**

D - Concentrating on the material presented, ineffective work with partners.

F - Almost no speaking or involvement in class 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: 1.0 Course introduction: Living in Barcelona: everyday interactions

Introduction to class (syllabus and course content)

### **Week 2**

Class: 2.0 Surviving in Barcelona: Politeness: greetings, requests, and permission.

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

Transactions: shops, markets, and restaurants.

Class: 3.0 Field trip: Market visit

### **Week 3**

Class: 4.0 Describing past events

Grammatical resources: past perfect of indicative; all past tenses combined (que, de modo que, etc.).

Lexical resources: trips and tourism.

Course Materials: Corpas et al. 2014. Unit 1

Class: 5.0 Grammatical resources: past perfect of indicative; all past tenses combined

Grammatical resources: past perfect of indicative; all past tenses combined (que, de modo que, etc.).

Lexical resources: trips and tourism.

Course Materials: Corpas et al. 2014. Unit 1

### **Week 4**

Class: 6.0 Expressing wishes: Communicative resources

Expressing needs and demands; reporting social problems and suggesting solutions.

Course Materials: Corpas et al. 2014. Unit 2

Submission deadline Written task 1 version 1

Class: 7.0 Expressing wishes: 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. 2014. Units 2-3

### **Week 5**

Class: 8.0 Expressing interests and feelings; expressing disagreement

Course Materials: Corpas et al. 2014. Unit 4

Submission deadline Written task 1 version 2

Class: 9.0 Subjunctive with verbs related to feelings.

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

Course Materials: Corpas et al. 2014. Unit 4

### **Week 6**

Class: 10.0 Argumentation-Debate

Grammatical resources: subjunctive with verbs related to feelings.

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

Instruction for oral task 1

Submission deadline Written task 2 version 1

Course Materials: VVAA. 2006. Unit 7

## **Week 7**

Class: 11.0 Expressing feelings: Communicative resources

Expressing feelings. Subjunctive versus indicative

Course Materials: Corpas et al. 2014. Unit 4

Class: 12.0 Expressing feelings: Grammatical resources

Superlatives; indicative and subjunctive with relative sentences.

Lexical resources: design

Course Materials: Corpas et al. 2014. Unit 4

Submission deadline Written task 2 version 2

## **Week 8**

Class: 13.0 Written mid-term exam

Class: 14.0 Debate-Oral mid-term exam

## **Week 9**

Class: 15.0 Exposition: Communicative and Grammatical resources

Communicative resources: describing and giving an opinion about objects.

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

Course Materials: Corpas et al. 2014. Unit 4

Class: 16.0 Exposition: Lexical and Grammatical resources

Lexical resources: design

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

Course Materials: Corpas et al. 2014. Unit 4

Submission deadline Written task 3 version 1

## **Week 10**

Class: 17.0 Hypothesis I

Communicative resources: expressing hypothesis.

Grammatical resources: subjunctive imperfect and conditional for expressing hypothesis.

Instruction for written task 3

Course Materials: Corpas et al. 2015. Unit 4

Class: 18.0 Hypothesis II

Lexical resources: suppositions.

Course Materials: Corpas et al. 2015. Unit 4

Submission deadline Written task 3 version 2

## **Week 11**

Class: 19.0 Hypothesis/ Certainty/ uncertainty I

Communicative resources: expressing hypothesis.

Grammatical resources: subjunctive imperfect and conditional for expressing hypothesis.

Course Materials: Corpas et al. 2015. Unit 4

Class: 20.0 Hypothesis/ Certainty/ uncertainty II

Communicative resources: expressing hypothesis and certainty/uncertainty.

Instructions for oral final presentation

Course Materials: Corpas et al. 2015. Unit 4

## **Week 12**

Class: 21.0 Conditional I

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

Course Materials: Corpas et al. 2015. Unit 3

Class: 22.0 Conditional II

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

Course Materials: Corpas et al. 2015. Unit 3

## **Week 13**

Class: 23.0 Exam review

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

Course Materials: Corpas et al. 2015. Unit 3

Exam review

Class: 24.0 Final Oral presentation

## **Week 14**

Class: 25.0 Reading day

Class: 26.0 Reading day

## **Week 15**

Class: 27.0 Written final exam

## **Course Materials**

### **Readings**

The professor will provide students with the materials needed for the course. These materials are taken from the following textbooks of Spanish:

CORPAS, Jaime, et al. Aula 5. Curso de español. Barcelona: Editorial Difusión, 2015

VVAA. Abanico. Curso Avanzado de Español Lengua Extranjera. Barcelona: Editorial Difusión, 2007