Course name: Spanish Language - Beginning II
Course number: SPAN 1002 CIEE
Programs offering course: Open Campus Block
Open Campus Track: Language, Literature and Culture
Language of instruction: Spanish
U.S. semester credits: 3
Contact hours: 60
Term: Fall Block I 2020

Course Description
This course is designed for students with one to two semesters of college-level Spanish, or the equivalent as determined by a placement test. This course uses a communicative approach, focusing on what students can do with the language as much as on what they know about the language. By the end of this course, students understand the principal points of clear texts and writings in standard language; know how to describe in the past and to exchange information about daily routines, experiences, likes and interests. The linguistic elements and vocabulary that are taught prepare students to talk about frequent topics and deal with daily situations. Students should be able to understand a simple face-to-face conversation about practical issues and familiar subjects.

Learning Objectives:
● Take part in oral conversation production and comprehension to deal with familiar topics in Spanish.
● Make use of pertinent vocabulary, grammar structures and correct speeches to write simple but well-constructed texts on a familiar topic of general or personal interest.
● Describe and recount events in the present, past and future confidently
● Give an opinion on familiar topics of general or personal interest using the correct structures in Spanish.

Course Prerequisites:
This course is designed for students with two semesters of college-level Spanish, or the equivalent as determined by a placement test. Students should demonstrate knowledge of Spanish equivalent to Beginner Spanish II (Advanced Beginner). Online placement test to assess students’ language competence will be required.

Methods of Instruction
The course follows a communicative approach and covers all five language competences: spoken interaction, oral production, comprehension, writing and reading adapted to online learning. Students will be encouraged to produce oral and written texts paying special attention to effectiveness and adequacy to different communicative situations. Different digital texts (readings, videos, web research, amongst others) and assignments that involve group interaction will be used for students to produce grammatically correct texts that satisfy communicative needs in daily contexts.
Assessment and Final Grade

Final grades will be calculated using the following percentages:

1. Written and Oral Productions 20%
2. Group Presentation Projects (2) 20%
3. Weekly Grammar Quizzes (6) 20%
4. Final Project (Oral and Written) 20%
5. Participation 20%

Course Requirements

Written and Oral Productions
Students will be given short assignments daily to reinforce the grammatical and lexical topics covered in every online session. These will include written pieces in different genres and recorded oral productions done to answer different prompts on topics and issues seen in the online session.

Time on Task = 28 Hours

Group Presentation Projects (2)
During the course, students will be required to create two group presentation projects. Presentation projects will require correct language use of studied structures, creation of a multimedia online support (PPT, video production, Prezzy), oral production and competence in a specific communicative skill. An extension of 10-15 minutes exposition will be expected.

Time on Task = 26 Hours

Grammar Quizzes
Short individual grammar quizzes on specific topics will be required for students to take every week (6 in total). These will be used to evaluate students’ abilities to consolidate specific grammar issues such as conjugations, use of phrasal verbs, vocabulary amongst other.

Time on Task = 18 Hours

Final Project (Oral and written)
The Final project will consist on an individual video project with an oral component. The project will be done on a chosen topic amongst a series of options, with a specific communicative objective. Students will be assessed on the quality of the product and the ability to present it to peers. An extension of 10-15 minutes exposition and multimedia support (video, PPT, prezy) will be required.

Time on Task = 20 Hours

Participation
Participation is defined as meaningful contribution in the digital classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each recorded session and regularly engage with the resources, discussions, reflective assignments, and all other online learning activities. Students are required to demonstrate engagement with course materials, for example,
through insightful, constructive comments and by using subject-appropriate terminology in: online discussion boards, peer-to-peer feedback (after viewing the presentations of others), interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted commentary balances opinions, general impressions, and specific and thoughtful criticisms or contributions. Grades are based on the content, depth, and quality of the aforementioned types of meaningful contributions as measured per the Participation grading rubric in Canvas. Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about assessments or other course requirements.

Technology Requirements
Participation requires access to a computer with microphone (a headset and microphone are preferred over built-in sound devices) and webcam; a stable and strong internet connection; and a quiet and well-lit environment.

Attendance
Expectations: In an asynchronous online learning format, attendance takes the form of active student engagement:

- in instructional activities, course content, course tools
- with the course instructor, other students, and
- by timely completion of all assessments.

“Attendance” is more than just logging into the course on Canvas. Students must establish a record of participation in academically related activities in order to comply with this requirement. Academically related activities include, but are not limited to:

- submitting an academic assignment;
- taking an exam or quiz;
- attending a study group that is assigned by the instructor;
- participating in an online discussion about academic matters, designed by the instructor; or
- initiating contact in Canvas with the instructor to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:

- logging into an online class without active participation
- contributing to or engaging in the CIEE Orientation or Community Course(s)

First Week of Class: Online courses officially commence on the first day of the term. Students must demonstrate engagement in class by no later than day 5 of the term, or risk being administratively dropped from the course with no opportunity to re-enroll. Students administratively dropped from the course for failure to engage will be considered withdrawn from the program and subject to CIEE financial withdrawal policies and fees.

Duration of Course: Continued, regular class engagement is required throughout the scheduled duration of the course, and disengagement will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for completing courses online, consistent
failure to engage in the course on a weekly basis (defined as failing to engage for two or more weeks of online learning) will result in a formal written warning from the CIEE Center Director. CIEE instructors/staff will monitor student engagement on a weekly basis. The weekly schedule below outlines due dates for asynchronous learning activities for this course.

N.B. Please note the class schedule is subject to change if opportunities arise to enhance the curriculum.

Weekly Schedule
Note: Each class session is 2h 30 mins long. Class sessions will be supplemented by a maximum of 4 out-of-classroom activities to be scheduled at short notice and in accordance with topics discussed in class.

Week 1

Session 1: Introduction to course.
Students will be presented the syllabus of the course. They will engage in an activity to explore previous knowledge. Students will voice their expectations and discuss their motivation to study the language. The instructor will discuss the methods of instruction and his/her expectations to be. The topic of language register will be covered, providing examples of formal and informal interactions.

Reference material: CIEE Buenos Aires Material & Booklet CIEE Beginning Spanish 2: Ficha 1; Parte 1.
Time on Task = 3 Hours

Session 2: Creating a personal profile
This session will focus on methods of getting to know people, giving and asking for personal information. Organize a contact list.
Students will learn different Spanish greetings and what is appropriate in which context. They will talk about their likes and common habits and create a personal profile of themselves and their peers.

Reference material: CIEE Buenos Aires Material & Booklet CIEE Beginning Spanish 2: Ficha 1; Parte 2.
Time on Task = 4 Hours

Session 3: Families in the world
In this online session they will learn how to describe their family (physical and personality traits) and talk about the relationship they have with them. They will also learn how to express topics in regard to cities, neighborhoods and houses.

Reference material: CIEE Buenos Aires Material & Booklet CIEE Beginning Spanish 2: Ficha 1; Parte 3.
Time on Task = 5 Hours

Session 4: Holiday options
Student will learn about different places to vacation within the country and in Latin America and learn about the weather in different locations. They will learn about clothing and colors and explore some cultural norms in Argentina.

Due: Short Written and Oral Productions for Week 1
Grammar Quiz 1
Time on Task = 4 Hours

Week 2

Session 5: Spare time
Students will make a survey on the most popular hobbies in the class. They will find out which are the most popular activities to do during the lockdown and give their opinion. Describe a sports event. Students will also learn and share their knowledge about sports and leisure in different Hispanic countries.

Time on Task = 4 Hours

Session 6: What’s the score?
Students will find out about sports events. They will exchange information about an event and make appointments to attend. On the process of organizing the attendance to the event, they will express wishes and show agreement and disagreement. The students will plan for a hypothetical upcoming weekend holiday trip and talk about the best way to prepare for it.

Time on Task = 4 Hours

Session 7: Outdoor culture around the world
Students will create a slideshow to compare and discuss the differences in sports and outdoors activities in different Spanish speaking culture. They will converse about culture norms and habits and compose an intercultural reflection.

Due: Group Presentation Project 1: Create a collage of yourselves today.
Time on Task = 3 Hours

Session 8: What kind of fan are you?
Students will compare different sports around Latin American culture. They will
characterize the kind of fans each country has by watching sports media footage. They will learn about different routines for keeping up the training of different famous sports people.

Due: Short Written and Oral Productions for Week 2
Grammar Quiz 2

Week 3

**Session 9: Food Preferences**
Students will talk about the food they like and dislike and will discuss their eating habits. They also justify their decision regarding their food choices. They will also give their opinion on healthy and unhealthy food habits and see different culinary options.


**Time on Task = 4.5 Hours**

**Session 10: Food and Celebrations**
Students will get familiarized with the Argentine gastronomy and will learn about common ingredients and meals. They will make an ethnographic interview to research typical food of party days and celebrations in Argentina and in the States.


**Time on Task = 5 Hours**

**Session 11: Restaurant Behavior**
Students will learn how to order food at a restaurant using courtesy formulas. They will practice how to complain politely at a bar/restaurant. They will dramatize an encounter in a restaurant. They will employ different language strategies for different communicative scenarios: complain, ask for something, order, etc.


**Time on Task = 4 Hours**

**Session 12: Let’s cook Argentine dishes.**
Students will prepare their own typical Argentine dishes to share with the class and they will explain how they had prepared them. They will talk about the ingredients they used and the usual situations those dishes are eaten.

Due: Short Written and Oral Productions for Week 3
Grammar Quiz 3
Week 4

**Session 13:** What’s on?
Students will get familiarized with the cultural scene in Latin America and they will learn some vocabulary/expressions related to cinema, theatre and performing arts. They will make plans to attend a cultural event. They will give and follow directions about how to get there practicing formal and informal commands.


**Time on Task = 6 Hours**

**Session 14:** Short films of Latin America
Students will describe the cultural scene in different latin capitals. They will also write a short story based on three short films from Latin American filmmakers.


**Time on Task = 4 Hours**

**Session 15:** Argentine tunes
Students will research and learn about famous musicians in Latin America. They will categorize and compare different kinds of music. They will also discuss songs and musicians’ biographies.

Due: Group Presentation Project 2: Create a cultural online magazine.

**Time on Task = 5 Hours**

**Session 16:** My favorite artist
Students will present their favorite artist (musician, painter, actor, etc). They will talk about their work and their live and the impact they have on the local cultural scene.

Due: Short Written and Oral Productions for Week 4
Grammar Quiz 4

**Time on Task = 3.5 Hours**

Week 5

**Session 17:** The literature scene
Students will read different short stories. They will learn on the contemporary literature scene and make a summary of their readings. They will create alternative endings to one story.
Session 18: During the pandemic
Students will create a diary of their experience during the lock-down. They will talk about their experiences and create a personal imaginary adventure on the situation they faced during the pandemic.

Time on Task = 4 Hours

Session 19: Discovering new places
Students will tell about their trips and will talk about the impact of travelling on them. They will share information about different locations their most important traits (economy, culture, traditions, etc). They will write a TripAdvisor review on a past or imaginary experience.

Time on Task = 3.5 Hours

Session 20: The future of traveling
Students will make hypothesis about environmental and social issues in the future. They will propose what the new way of travelling will look like in the near future.

Due: Short Written and Oral Productions for Week 5
Grammar Quiz 5
Time on Task = 3 Hours

Week 6:
Session 21:
Advertisements and news
Students will recognize and understand complex texts as ads, new, articles about products and services. In small groups, they will design and write their own commercial on a feature, services or product.

Time on Task = 3.5 Hours

Session 22: Dealing with problems
Students will participate in discussions about the utility of a product or services. They will also be able to make a complaint about a product or service they have bought. Students will write a letter to expose a problem related to a product or a service and they will demand compensation.
Session 23: Plans for the future

Students will create a bucket list of things they will do once the travel ban is over. They will share their list with the group, justify their opinions and they will tally for the most popular answers. They will imagine a visit to Buenos Aires in the future.

Due: Short Written and Oral Productions for Week 6
Grammar Quiz 6

Time on Task = 4 Hours

Session 24: Closure

Students will present the final project to their peers. They will participate in an open forum for final comments and feedback. They will assess and give feedback to their peer’s work.

Due: Final Project (Oral and Written)
Time on Task = 2 Hours

Course Material:

Readings:
Specially done material by CIEE Buenos Aires staff based on the following bibliography:


**Online Resources:**
<http://www.educ.ar>  
<http://www.turismo.buenosaires.gob.ar/es/agrupador-noticias/recorridos-turisticos>  
<http://www.buenosaires.gob.ar/cultura>  
<http://www.welcomeargentina.com>