CIEE Online

Course name: Advanced Spanish
Course number: SPAN 3001 CIEE
Programs offering course: Summer Online
Language of instruction: Spanish
U.S. Semester Credits: 3
Contact Hours: 45
Term: Summer 2020

Course Description

This is an Advanced Spanish language course corresponding to levels B1-B2 of the Common European Framework of Reference for Languages (CEFR) and Advanced Mid of the American Council on the Teaching of Foreign Languages (ACTFL).

Designed for advanced students with a strong background in Spanish language (four or more semesters of college-level Spanish, or the equivalent as determined by a placement test) this course is for students that seek to consolidate their Spanish proficiency. The course aims to help students handle different registers of Spanish, explain their point of view on abstract subjects in oral and written productions, and adequately communicate in all kind of interactions. It seeks that students control at ease different degrees of formality, understand connotations and manage subtlety. The course covers all language competences (reading, writing, listening, speaking and interacting) primarily focusing on communicability in the production and comprehension of oral and written texts.

Learning Objectives

By completing this course, students will:

- Prove their understanding of extended speech and lectures and follow the main lines of argument provided the topic is reasonably familiar.
- Discriminate relevant information from narrative and descriptive texts (e.g. expanded descriptions of persons, places and things, and narrations about past, present and future events) and prove their understanding afterwards.
- Defend their opinion with enough language control to interact efficiently and effectively with those unaccustomed to dealing with language learners, using cultural knowledge to conform linguistically and behaviorally in common social and work-related interactions.
- Argue with ease and confidence in all major time frames and deal efficiently with a situation with an expected turn of events, participating in discussions on a wide range of topics and explaining a viewpoint on a topical issue giving advantages and disadvantages of various options.
- Develop a written discourse in full paragraphs that are organized, cohesive and detailed on a wide range of topics related to their interests, passing on information or convincing in support of or against a particular point of view.
Course Prerequisites

This course is designed for students with four or more semesters of college-level Spanish, or the equivalent as determined by a placement test. Students should demonstrate knowledge of Spanish equivalent to Intermediate Spanish II. Online placement test to assess students’ language competence might be required.

Methods of Instruction

The course follows a communicative approach and covers all five language competences: spoken interaction, oral production and 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 not only communicative needs but also academic and professionals demands.

Assessment and Final Grade

1. Grammar quizzes (4) 20%
2. Presentation Projects (2) 30%
3. Written productions 15%
4. Oral productions 15%
5. Participation 20%

Course Requirements

Grammar Quizzes
Short individual grammar quizzes on specific topics will be required for students to take during the course. These will be used to evaluate students’ abilities to consolidate specific grammar issues such as conjugations, phrasal verbs, pronouns and prepositions.
Time on Task = 10 Hours

Presentation Projects
During the course, students will be required to create two presentation projects: one will be done in small groups (subject to course dynamic and topic chosen) and the other will be done individually. Presentation projects will require research on specific topics, creation of a multimedia online support (PPT, video production, Prezzy), oral production and competence in a specific communicative skill. Topics for projects may include research on a contemporary issue, newspaper or film review, analysis of a literary piece amongst others. An extension of 10-15 minutes exposition will be expected.
Time on Task = 20 Hours

Written Productions
Students will be required to complete different genres of written productions in response to different texts. These include video watching, article reading or web research/specific site browsing.
Students will be asked to create written productions of varied length (from 400 to 1500 words) responding to a selection of prompts. Written productions will be evaluated on how they adequate to context, syntax and grammar use, and lexical richness.
Time on Task = 14 Hours

**Oral Productions**
Students will be asked to get involved in oral interactions and record themselves. They will have to work with their peers to create communicative scenarios and interact orally in Spanish. These short interactions will be assessed on students’ skills to produce adequate grammar discourses and communicability.
Time on Task = 8 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**

- **Week 1**
  - **Class 1**
    - **Introductions**
      Instructor will present course and browse online learning dynamic. Students will present themselves and write their expectations for the course and their relationship with Spanish language. They will interview a peer student and write an unauthorized biography.

      Time on Task =4,5 Hours

  - **Class 2**
    - **Habits and Social Codes**
      Students will read about different social codes and habits from different Spanish speaking countries. They will propose recommendations to travelers on how to properly behave in a different country by consolidating some mandatory uses of the present Subjunctive mode.

      Due: Oral Production & Written Production

      Time on Task =6 Hours
Week 2

Class 3  What do you think?
Students will read and inform themselves (through short videos, articles, sites) on current Latin American topics. They will give their opinion and express arguments, while assessing different viewpoints.

Resource: *Aula Internacional 4*, Unidad 3.
Due: Grammar Quiz (1)
Time on Task =6 Hours

Class 4  My story, your story, our Story
Students will discuss about the history of relationships amongst Hispanic countries. They will also research on their own history (personal memories, migration stories, roots) and create a personal narration of their story. To do so, they will consolidate how to narrate situations and events the past.

Resource: *Campus Sur*, Unidad 15.
Time on Task =4,5 Hours

Class 5  When the pandemic is over
Students will give advice on what to do while isolated and plan future projects for when the pandemic is over. To do so, they will consolidate the Imperative mode and present Subjunctive mode for time expressions.

Due: Grammar Quiz (2)
Time on Task =6 Hours

Class 6  Behind the scenes
Students will read fragments of literary pieces and/or plays. They will describe movements, people and things and talk about body gesture. To do so, they will review aspects of pragmatic aspects of Spanish and deictic reference in speech.

Resource: *Aula Internacional 4*, Unidad 5.
Due: Presentation Project (1): Group project.
Time on Task =5 Hours

Week 3

Class 7  In the movies
Students will watch a movie and give their impressions of the story. They will compare a given production to other productions and express their opinions and desires in present and past form. To do so, they will strengthen the use of the different pasts of Subjunctive mode.

Resources: *Roma* (A. Cuarón, 2018); *Relatos Salvajes* (Szifrón, 2015); *El abrazo de la serpiente* (Guerra, 2015)
Due: Written Production  
Time on Task =7 Hours

Class 8  
**Social Networks**  
Students will discuss the positive and negative aspects of Internet and social networks in daily life. They will refer to other people’s speech and opinion by commenting on comics, opinion articles and short videos.

Resources: *Campus Sur. Unidad 16*  
Due: Grammar Quiz (3)  
Time on Task =5 Hours

Class 9  
**A place to live**  
Students will learn about different geographical gems of Latin America by browsing tourism sites, travel logs and journals. They will describe texts using poetic speech and emphasis strategies.

Resource: *Aula Internacional 4, Unidad 7*  
Due: Oral Production and Written Production  
Time on Task = 4 Hours

Class 10  
**Civil Rights right now**  
Students will research on different social debates in Latin America by watching short clips on news and reading newspaper articles. They will express feelings on social and political situations by using different forms of Conditional mode and Past Subjunctive mode).

Due: Grammar Quiz (4)  
Time on Task =6 Hours

**Week 4**

Class 11  
**Let the music play!**  
Students will listen to different music genres and get to know different Spanish speaking artists. They will give their opinion on music styles and review a virtual concert. To do so, they will consolidate how to express opinion with time correspondence.

Due: Written Assignment  
Time on Task =4,5 Hours

Class 12  
**Environment and people habits**  
Students will hear and learn the point of view of different social actors on environmental issues. They will create an awareness campaign to raise awareness using different temporal and concessive clauses.
Time on Task = 5 Hours

**Class 13**  
**Tradition, food and consciousness**  
Students will compare different traditions related to food and how these have changed over time with environmental and social awareness. They will create a written piece discussing their viewpoints and expressing cause and consequence on different action taking.

Resource: *Aula Internacional 4*. Unidad 10. Due: Written Assignment (2)  
Time on Task = 5 Hours

**Class 14**  
**Where will we be tomorrow?**  
Students will make assumptions and guesses on the world in the future. They will express hypothesis with the future and write a letter to future generations on their experience during the pandemic.

Time on Task = 4.5 Hours

**Class 15**  
**Closure**  
Students will participate in an open forum for final comments and feedback. They will participate by commenting the projects done by peers.

Due: Presentation Project (2): Individual project.  
Time on Task = 4 Hours

**Course Materials**  