Course title: Spanish Language - Intermediate I
Course code: SPAN 2001 CIEE
Programs offering course: Open Campus Block
Open Campus Track: Language, Literature, and Culture
Language of instruction: Spanish
U.S. semester credits: 3.00
Contact hours: 60.00
Term: Fall Block I 2020

Course Description

This course is designed for students with two to four semesters of college-level Spanish. The primary objective of this intermediate course is to allow students to achieve maximum communicative competency in the Spanish language and immersion in Spanish life. In this course, intermediate Spanish language students will gain a broader view on cultural aspects, lexical and grammatical foundation of the Spanish language.

Learning Objectives

By completing this course, students will:

- Express clearly in written form by constructing well descriptive narrative texts on subjects familiar to them.
- Apply linguistic and communicative competencies of an intermediate Spanish language student.
- Be able to hold a debated conversation on simple topics.
- Restate idiomatic expressions and learn to identify and eliminate false friends from their verbal expression.
- Distinguish a deeper understanding of Spanish grammar, syntax and vocabulary.

Course Prerequisites

This course is designed for students with two to three semesters of college-level Spanish, or the equivalent as determined by a placement test.

Methods of Instruction

Communicative student-centered task-based approach.

The structure of each week is as follows:

- The tasks will be organized by Weekly Topics, so that each session of a week is related to the others
- At the end of each week, students will have to do a written and oral presentation and a minitest/written assignment with a focus on the grammatical/lexical content covered along the week
- Students will be provided with extra material as homework to reinforce the grammatical and lexical aspects seen in the classroom
- Each of the presentations and tests will count for the final grade

Assessment and Final Grade

1. Daily Homework 20%
2. Oral Presentations and Written Weekly Projects 20%
3. Final Test (oral and written) 20%
4. Weekly assessments 20%
5. Participation 20%
TOTAL 100%

Course Requirements

Daily Homework

Students will be given written homework on a daily basis to reinforce the grammatical and lexical aspects covered...
in the classroom and will be checked by the instructor in class every day. When homework has to be turned in, no extension can be granted. Failing to complete their daily homework will result in a lower final grade of the course.

**Time on task:** 30 hours

### Oral Presentations and Written Weekly Projects

At the end of each week, students will have to present and deliver a presentation of their weekly project. Both the delivery of the presentation and the written project will be assessed. Failing to complete their oral and written weekly projects will result in a lower final grade of the course.

**Time on task:** 30 hours

### Final Test (oral and written)

The four skills (oral and written expression, oral and written comprehension) will be tested.

**Time on task:** 20 hours

### Weekly assessments

At the end of each week, students will have to sit a mini-test where they will be assessed on the grammatical and lexical content of the week. Each of the weekly assessment will count for the final grade.

**Time on task:** 20 hours

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### 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: 1.1 Life in Spain 1.

Students will create a personal portfolio describing themselves and their character and explaining what hobbies they enjoy doing and how often do they do it. For that purpose, they will use the present tense and a wide range of structures to express their opinions in various ways.

Presentation of the scope of the course and Instruction method. Get to know people: give and ask for personal information.

Express aspects of your own character: interests, fixations, affinities, similarities, differences, etc.

Time on task: 6 hrs

Class: 1.2 Life in Spain 1.

**Week 2**
Talk about hobbies and leisure time and rate those activities. Frequency adverbs. ‘Quedar’ vs ‘quedarse’.

Readings:
Gente con gente, Gente 1
Gente que se lo pasa bien, Gente 2

Time on task: 6 hrs

Class: 2.1 Life in Spain 2. Socializing, culture and more

Students will create a tourist brochure about Spain where they will describe a cultural event taking place in the city and they will plan a 4-day trip for their family/friends while making some recommendations to them.

Find out what’s on in Spain, express your opinions and views on different cultural activities and alternative plans.

Express wishes. How to make an informal invitation. Suggest a plan to your classmates. Accept and refuse an invitation.

Make excuses.

Time on task: 6 hrs

Class: 2.2 Life in Spain 2. Socializing, culture and more
Plan a 4-day trip for your family/friends describing the places there are going to visit, the activities you recommend them to do and justifying your choices by bearing in mind their preferences.

Time on task: 6 hrs

Class: 2.3 Life in Spain 2. Socializing, culture and more

Compare routines in Spain with other in the States. Pros and cons.

Get familiarized with some aspects of the lifestyle of Madrid.

(Comparative/superlative/‘se’ impersonal structures)

Time on task: 6 hrs

Class: 2.4 Life in Spain 2. Socializing, culture and more

Revision/Presentations/Test 1

Readings:

Gente que se lo pasa bien, Gente 2 + material extra – Aula Internacional 3, (U3)

Time on task: 6 hrs

Week 3

Class: 3.1 Life in Spain 3. Gastronomy/Healthy lifestyle

Students will write a blog entry describing some of the most typical Spanish dishes, talking about Spanish food and giving advice on healthy habits.

Talk about the food you (dis)like and your eating habits. Justify your decision.

Get familiar with different Spanish meals and the way they are cooked.

Elaborate a healthy meal plan for the week.

Time on task: 6 hrs

Class: 3.2 Life in Spain 3. Gastronomy/Healthy lifestyle

Order at a restaurant/bar

Learn how to complain politely at a bar/restaurant. Record a short tutorial on Spanish manners/useful tips at the table/at a bar.

Time on task: 6 hrs

Class: 3.3 Life in Spain 3. Gastronomy/Healthy lifestyle

Give advice on how to have a healthier lifestyle and how to avoid illness.

Create an awareness campaign.

Time on task: 6 hrs

Class: 3.4 Life in Spain 3. Gastronomy/Healthy lifestyle
Revision/Presentations/Test 2

Readings:
Gente que come bien, Gente 1
Gente en forma, Gente 1
Gente sana, Gente 2

Time on task: 6 hrs

**Week 4**

Class: 4.1 Life in Spain 4. Practicalities/Services

Students will write an open letter complaining about a service or a product in an organized fashion and using the appropriate structures and linking words to create more complex sentences.
Get to know different shops, products and services in Madrid. Give your opinion on their possibilities of success, quality, prices, service, etc. Role play at a shop.

Time on task: 6 hrs

Class: 4.2 Life in Spain 4. Practicalities/Services

Ask information about a product, service. Debate on its utility. Write a customer complaint about a product/service you bought.

Time on task: 6 hrs

Class: 4.3 Life in Spain 4. Practicalities/Services

Recognize, understand more and more complex texts: ads, news, articles, etc.

Design/write your own commercial on a feature/service/product typical from Madrid.

Time on task: 6 hrs

Class: 4.4 Life in Spain 4. Practicalities/Services

Revision/Presentations/Test 3

Readings:
Gente de compras, Gente 1
Gente con ideas, Gente 2
Gente que opine, Gente 2

Time on task: 6 hrs

Week 5
Class: 5.1 My personal experiences and memories

Students will write and share a real or invented anecdote about their stay in Spain using the past tense, focusing on the impact that living in Spain had on them.

Discuss about Tourism in Spain. What kind of traveler are you? Talk about some of your travelling experiences you have had. (Revision: time expressions, preterit, linking words) Gather and present the most memorable experiences.

Time on task: 6 hrs

Class: 5.2 My personal experiences and memories

Info share: Interview a partner about a travel experience (e.g. Places you have visited, food, best moments, etc.) Practice how to share anecdotes and show interest in what the other person is saying (linking words to show cause and consequences, past tenses)

Time on task: 6 hrs
Class: 5.3 My personal experiences and memories

Make a list of ways a experience abroad may change you and justify your answers. Describe the impact of your experience living in Madrid (Revision: time expressions, preterit, imperfect, linking words)

Time on task: 6 hrs

Class: 5.4 My experience in Spain 5. My memories

Revision/Presentations/Test 4
Readings:
Aula Interacional 3 (U8)
Gente y fechas, Gente 1
Gente e historias, Gente 1

Time on task: 6 hrs

Week 6

Class: 6.1 My plans.

Students will write a Diary narrating what plans do they have once over the semester end. For that purpose, they will have to use the future tense and justify their opinions.
Create a bucket list of things you would like to do if you were in Madrid and share it with the group; justify your opinions.

Tally for the most popular answers (Future tense, justifications ‘porque’...).

Time on task: 6 hrs

Class: 6.2 My plans.

Make a personal statement about your future plans and your classmates’.

Formulate future hypothesis about what they will be doing after the course. (Future tense and subjunctive).

Time on task: 6 hrs

Class: 6.3 My plans.

Revision

Time on task: 6 hrs

Class: 6.4 My plans.

Presentations/ Final Test

Readings:

Gente que viaja, Gente 1
Gente que opine, Gente 2

Time on task: 6 hrs

Course Materials
Readings

Textbook

- Aula Internacional 2-3, GBE
- Gente de Hoy 1
- Gente de Hoy 2
- Booklet with key grammar points

Additional Readings

- Martín Peris, Ernesto; Sans Baulenas, Neus; Martínez Gila, Pablo: Gente de Hoy 1, curso de español basado en el enfoque por tareas. Editorial Difusión, Barcelona, 2013.
- Martín Peris, Ernesto; Sans Baulenas, Neus; Martínez Gila, Pablo: Gente de Hoy 2, curso de español basado en el enfoque por tareas. Editorial Difusión, Barcelona, 2014.
- Alonso Raya, Rosario; Castañeda Castro, Alejandro; Martínez Gila, Pablo; Miguel López, Lourdes; Ortega Olivares, Jenaro: Gramática Básica del estudiante de español. Editorial Difusión, Barcelona, 2006.