Intermediate Spanish I

Section I: Course Overview

Course Code: SPN201BCN
Subject Area(s): Spanish Language & Culture
Prerequisites: Beginning Spanish II or the equivalent of two semesters of college level Spanish
Language of Instruction: Spanish
Total Contact Hours: 45
Credits: 3
Course Fees: none

Course Description

This intermediate course works to improve the four basic skills: reading, speaking, writing and understanding through direct exposure to Spanish language and culture. After reviewing basic grammar and vocabulary, you will be exposed to new and more complex grammar and communicative structures so that you will have more opportunities for interacting accurately and expressively with the host community.

The course combines several integrated approaches intended to develop your skills. Most in-class time, driven by the structure of the textbook and accompanying materials provided by your professor, is devoted to speaking and practicing Spanish through a combination of group-based and individual activities, focusing on grammatical structures, language functions and vocabulary. Lessons also focus on a wide range oAf contemporary cultural themes through the use varied materials such as newspaper articles, advertising material and short film clips. Onsite activities will require involvement with the local community, which will give you a unique chance to rapidly implement your linguistic development in real-life.

Special extra-curricular activities, such as music concerts, cooking classes, exploring museums and parks, Spanish movie night, or possible language-exchange opportunities will be announced and your instructor will help you identify which activities would be most useful for youThese, and other cultural components of the course, will also promote your knowledge of Spain and Spanish, as you learn about Spanish society, and thus learning Spanish gives you a privileged opportunity to develop sensitivity towards cultural differences and to understand the ways in which culture and language interlock. In this sense you will be encouraged to exploit the value of these lessons not just as a useful aid to your progress in other courses, but as a set of tools for unlocking a wide range of intercultural discoveries whilst living and studying abroad.

By the end of the course, you are expected not simply to be able to demonstrate mastery of the basic grammar and lexical structures, but the growing ability to conduct relatively demanding conversations to express personal ideas and opinions, hypothesis, commands and future projects, and to be able to write short texts that clearly and simply relate personal experiences, impressions and opinions.

Several class sessions will involve simple group discussions and debates on current topics, thus increasing the possibilities for developing the skills of self-expression. Particular attention will be devoted to expressing individuals' and other people's ideas and to synthesizing information and opinions.

Learning Objectives

Upon successful completion of this course, students are able to:

- to consolidate and build on your grasp of the main grammar and lexical structures of the language
- to expand your basic vocabulary to a wider variety of registers
- to develop your use of idiomatic expressions
- to improve listening comprehension through the exclusive use of Spanish in class and through a variety of communicative activities inside and outside the classroom
- to enhance oral proficiency by engaging in communicative situations with a certain level of complexity in order to be able to express ideas, opinions, commands, advice, hypothesis, and future plans
- to progress in reading comprehension through periodical reading assignments and related activities
- to improve writing proficiency through a variety of written assignments, such as narrating a plot, relating personal experiences, describing the surroundings, expressing own or someone else's opinion, or writing about events in the past
- to increase awareness of cultural, social and historical issues in the host country

Section II: Instructor & Course Details

Instructor Details

Name: [See term syllabus]

Contact Information: [See term syllabus]

Term: [See term syllabus]

Course Day and Time: [For term syllabus, enter the day and meeting times of the course]

Office Hours: [By appointment, or specified in term syllabus]

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement – 10%
Homework - 5%
Field Studies - 10%
Compositions - 15%
Quizzes – 10%
Tests – 20%
Final Oral Activity – 10%
Final Exam - 20%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (10%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the Class Engagement Rubric that outlines how engagement is graded.

Homework (5%): Assignments and textbook exercises (set out in the Assignment column of the course content) will be corrected at the beginning of each class. You are responsible for all assigned work and you should be aware that absence from the preceding class is not an excuse for non-preparation. All assignments are subject to change based on class progress, and you will be normally told in the preceding class of such changes. In case of absence, it is your responsibility and yours alone to find out what was the assigned homework and the material covered. Your instructor will collect your homework periodically and randomly to ensure that you are keeping up with the course material and that you are making satisfactory progress. If you wish to have your homework further explained by the instructor, please bring it to her attention at the end of the class period.

Field Studies (10%): You will participate in two activities outside class where you will interact with Spanish speakers. The learning objective in these activities is to get you to interact with your surroundings and test your language skills first-hand in a real situation. You will have to write a report on the experience based on the guidelines provided by the instructor and may be asked to present it in front of your peers. (Students will be informed beforehand of the specific day, time and outcome-related activity).

Compositions (15%): During the course of the semester students will have to submit three essays in two different drafts (175-200 words in length). Students will be given a hand-out on which there will be a list of subjects to choose from and the guidelines to each individual assignment. The composition topics will also require interaction with Spanish speakers in the form of an interview or informal conversation and/or an onsite research to a local destination of interest. Your work will be evaluated on the basis of accuracy of expression, integration of new vocabulary and creative content. As you write, draw on the structures and vocabulary of recent lessons. Avoid drafting a composition in English and then translating it into Spanish. Instead, recombine creatively the Spanish models you have mastered so far.

Quizzes (10%): Unannounced quizzes will be administered at the beginning of class at any point during the semester. The quizzes may be for listening comprehension, reading comprehension, grammar, vocabulary, or culture. The idea is to continuously evaluate your performance in class and to keep you focused on the topics covered in class. There will be no make-up quizzes.

Tests (20%): The tests are designed to establish the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in different areas of language competency. Two tests will be administered throughout the semester. There will be no make-up tests.

Final Oral Activity (10%): Students will work individually to develop a final presentation about a subject related to Spanish society or culture. This activity gives you an opportunity to practice your oral skills and to demonstrate the level of spoken Spanish you have achieved at the end of the term. The teacher will give you a handout with a list of possible topics, the rules of the presentation and the dates.

Final Exam (20%): The final exam is comprehensive and it will be administered on the last day of class.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible here, and are expected to comply with UNH Policies regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

CORPAS, Jaime et al. *AULA 3. Curso de español*. Barcelona: Difusión, 2005 (Textbook)

Depending on the progress and interests of the class, your teacher will occasionally hand out copied extracts from the texts cited in the Recommended Readings list below.
In addition, you are highly recommended to purchase a Spanish/English-English/Spanish dictionary, and to bring it with you to all lessons. Consult your instructor for recommendations.

Recommended

All of the following books are available in the Language Section of the library of the school.

ALONSO, Rosario et al. *Gramática básica del estudiante de español* (A1-B1), Madrid: Difusión, 2005.

CASTRO, Francisca. *Uso de la gramática española: Elemental* e *Intermedio*. Madrid: Edelsa, 1996

MIQUEL, Lourdes et al. *Rápido, Rápido*. Barcelona: Difusión, 1995

Online Reference & Research Tools:

Grammar and vocabulary:
http://www.spaleon.com/index.php (Spanish Verb Conjugation Trainer)
http://www.indiana.edu/~call/ejerci.html
http://www.colby.edu/~bknelson/exercises/index.html
http://www.trinity.edu/mstroud/grammar/index.html
http://www.auladiez.com/ejercicios/index.html
http://babelnet.sbg.ac.at/carlitos/index.htm
http://spanish.about.com/
http://www.el-castellano.com/
http://www.travlang.com/languages/indextext.html
http://www.studyspanish.com/

Readings:
http://home.cc.umanitoba.ca/~fernand4/
http://cvc.cervantes.es/aula/lecturas/

Online Dictionaries:
http://www.wordreference.com
http://www.educared.net/aprende/f_diccionariorae.htm
http://www.fuentetajaliteraria.com/recursos/diccionarios.htm
http://www.elmundo.es/diccionarios/
http://www3.unileon.es/dp/dfh/jmr/dicci/0000.htm

Media:

Newspapers & Magazines

http://www.lavanguardia.es
http://www.elpais.es
http://www.elmundo.es
http://www.elperiodico.es
http://www.expansion.com
http://www.20minutos.es/
http://www.quediario.com/barcelona/index.html
http://barcelona.metrodirecto.com/
http://www.diarioadn.com/
http://www.lasrevistas.com

Radio
http://www.rne.es
http://www.m80radio.com

http://www.intereconomia.com/

Television

http://www.rtve.es/
http://www.cuatro.com/
http://www.antena3.com/
http://www.telecinco.es/

Miscellaneous

http://www.guiadelocio.com/barcelona/
http://barcelona.lanetro.com/
http://www.clubcultura.com/
http://www.uebersetzung.at/twister/es.htm (Tongue twisters)
http://cvc.cervantes.es/aula/pasatiempos/pasatiempos1/ (Crosswords)

Course Calendar

Session	Topics	Activities	Readings & Assignments
1	Welcome	Let's Get to Know Each Other! Music Brings Us Together: through a variety of interactive activities, students will get to know one another.	Assignments: • Review • Essay: Why Study Abroad in Barcelona?
2	Spanish Class • Course introduction • Presentation of students' goals for this course • Students' knowledge of Spanish culture	• Same or Different? Classes in Spain vs. classes in the United States • Battleship (Present Tense) • I'll Give You a Song: "Esa soy yo" (Present Tense Review)	Assignments: • Review of regular and irregular present tense forms • Review of articles • Reading: "El español de la clase" (Aula 3, p. 8)
3	May I Borrow…? • Requests and their different levels of formality • Asking for a favor, giving explanations, expressing gratitude	• Can You Lend Me €5? (Aula 3, p. 59) • Can You Pass Me the Newspaper? (Aula 3, p. 60): collaborative work in which students use authentic language samples to infer how the structures in this unit function • You're Welcome • Requests (Aula 3, p. 60)	Assignments: • Más… (Aula 3, p. 102) • Inappropriate Text (Aula 3, p. 63): after discussing different levels of formality in Spanish, students will rewrite a letter
4	May I Come In? • Consolidation of structures for permission, requests, and justifications • Review of previously studied structures	• It's Just That… (Aula 3, p. 60) • In a Train Carriage (Aula 3, p. 62): based on an image, students imagine they are on a train making different requests in groups of four • How Do You Say It? (Aula 3, p. 63): role-play of different situations (requesting, explaining, thanking, etc.) • Quiz 1	Assignments: • Más… (Aula 3, p. 103) • Review of possessive pronouns • Reading: "Vos sos española" (Aula 3, p. 64)
5	How Well Do You Know Spaniards? • Exploring Spanish social and cultural conventions • Impersonal structures (se) • Habitual expressions (Es normal/raro + infinitive, soler + infinitive) • Quantifiers/Indefinites (everyone, most, many, some, etc.)	• Conclusions about similarities and differences between Spanish social conventions and customs and those of other countries • Reading: "How to Survive in Spain and Not Die Trying" (Aula 3, p. 18) • Self-guided activity: Breaking Stereotypes	Assignments: • Más… (Aula 3, pp. 92–93) • Customs (Aula 3, p. 20) • Reading: "What I Like Most About My Job" (Aula 3, p. 20)

6	Starting Over • Verb periphrases (llevar + gerund, empezar a + infinitive, acabar de + infinitive) • Present Perfect Tense • Form and usage • Talking about experiences • Recent past • Already / Not Yet + Present Perfect	• Class of '87 (Aula 3, p. 10) • My Classmates and I (Aula 3, p. 15): game-based practice of verb periphrases by finding classmates with similar experiences through a survey completed beforehand	Assignments: • Additional practice with verb periphrases • Más... (Aula 3, p. 90) • Reading: "A Time of Change" (Aula 3, p. 12)
7	Starting Over • Time markers: hace, desde hace, desde, desde que • Duration of an action • Beginning of an action • Locating an action in time • Talking about habits in the present and the past	• Permanent Contract (Aula 3, p. 12): grammar reflection on time expressions • Do You Take Care of Your Friends? (Aula 3, p. 14): students complete a survey to explore their relationships with friends. After a group discussion, they participate in a musical chairs activity.	Assignments: • Submit Breaking Stereotypes • Composition 1 • Reading: "Special Lives" (Aula 3, p. 14) • What Have You Done Since You Arrived in Barcelona? What Do You Still Have Left to Do?
8	Have You Ever...? • Consolidation of the Present Perfect • Talking about experiences	• The Job Interview • Choosing the Ideal Candidate (Aula 3, p. 15) • Quiz 2	Assignments: • Write the biography of a potential job candidate (Aula 3, p. 15) • Reading: "Languages in Contact" (Aula 3, p. 16)
9	Then and Now • The Imperfect Tense: Then vs. Now • Forms and usage	• Spain During the Franco Era (Aula 3, p. 26): through old newspaper headlines, students learn about a period of Spanish history and become familiar with the imperfect tense • Great Inventions in History (Aula 3, p. 28)	Assignments: • Más... (Aula 3, p. 94) • Reading: "History of Spain" (Aula 3, p. 32)
10	Then and Now • Continued uses of the Imperfect Tense • Past habits • Description of people, places, and circumstances	• When I Was 10 Years Old (Aula 3, p. 30): students imagine what their instructor was like at age ten • At Age 18 (Aula 3, p. 28) • Journey to the Past (Aula 3, p. 31): groups choose a historical period they would have liked to live in and justify their choice	Assignments: • Más... (Aula 3, p. 95) • Reading: "Grandma's Photographs" (Aula 3, p. 28) • Prepare for Exam 1

11	**Exam 1**	Review of material covered in previous sessions	Assignments: • Reading: "Spanish-Speaking Countries" (Aula 3, pp. 116–119)
12	Discover the City I: El Raval	Field Study 1: Scavenger Hunt. In pairs, students will discover the hidden secrets and lesser-known corners of one of Barcelona's most iconic neighborhoods.	Assignments: • Post-Field Study Activity: Impressions and reflection on the visit to El Raval
13	Special Moments • Regular and Irregular Preterite Tense (form)	• Preterite Crossword • The Big Lie: the instructor tells three unusual events from their life, one of which is false. Students ask questions using past tenses to discover the lie.	Assignments: • Más... (Aula 3, p. 101): Systematizing the Preterite Tense • Reading: "Elite Athletes" (Aula 3, p. 56)
14	Special Moments • Sequencing actions • Narrating in the past • Time markers	• A Day in History (Aula 3, p. 50) • The Birthday Cake (teacher's manual activity): putting an anecdote in order in groups • The Mystery of Sara P. (Aula 3, p. 55): recreating a story using connectors	Assignments: • Más... (Aula 3, p. 100) • Reading: "Urban Legends" (Aula 3, p. 54)
15	Special Moments • Contrasting past tenses (Preterite vs. Imperfect)	• Quiz 3 • The Love of Your Life • Let's Play! Past Tense Trivia. Students create their own past-tense questions (history, art, literature, science, Spanish culture, etc.), reinforcing the use of past tenses in a fun way.	Assignments: • Submit Field Study 1 • Más... (Aula 3, p. 101) • Reading: "How Embarrassing!" (Aula 3, p. 54)
16	Special Moments • Preterite vs. Imperfect • Describing the circumstances surrounding an action	• Moments (Aula 3, p. 55): students openly share anecdotes from their past • I'll Give You a Song: Amaral (past tense practice) • Activities contrasting past tenses	Assignments: • Composition 2 • Explain a special moment in your life • Reading: "Mystery in the Park" (Aula 3, p. 52)
17	The Past Is the Past • Consolidation of past tenses	• Newspaper Headlines (Aula 3, p. 54): students create their own news stories from a collage of headlines • The Spanish Class News Broadcast • Storytelling	Assignments: • Review of past tenses

18	Whatever Will Be, Will Be...? • Introduction to the Future Tense • Making hypotheses: depends, probably...	• A Difficult Future (Aula 3, p. 66): introduction to the Future Tense • The Future Is in Your Hands: palm-reading simulation • Hypotheses based on advertisements	Assignments: • Más... (Aula 3, p. 104) • Derived words • Reading: "Your Personal Year" (Aula 3, p. 67)
19	Whatever Will Be, Will Be...? • Talking about the future • Expressing conditions: If + Present + Future	• The Fortune Cookie (Aula 3, p. 70) • How do you imagine your classmate will be...? • What Do You Think He/She Will Do? (Aula 3, p. 70) • Quiz 4	Assignments: • Más... p. 105 • Carlos's Future • Reading: "Heartbreak" (Aula 3, p. 72)
20	Discover the City II: Gràcia	Field Study 2: In pairs, students will discover the hidden secrets and lesser-known corners of one of Barcelona's most iconic neighborhoods.	Assignments: • Post-Field Study 2 Activity: Impressions and reflection on the visit to Gràcia
21	Exam 2	Review of content from previous sessions	Assignments: • Reading: "New Ways of Communicating" (Aula 3, p. 48)
22	Search and Compare • Affirmative and negative imperative: forms and usage	• Advertising (Aula 3, p. 34) • Slogans (Aula 3, p. 36): through authentic Spanish examples and advertising images, students discover imperative forms • The Spanish Class Club: students invent club rules using imperative structures	Assignments: • Instructions (Aula 3, p. 38B) • Más... (Aula 3, p. 96) • Composition 3: What Will Barcelona Be Like in 20 Years? (Citizen Survey)
23	Search and Compare • Giving instructions, orders, and advice • Direct Object Pronouns • It Is Forbidden (review of Unit 2 content)	• Advice for a Friend • Very Obedient Robots (Aula 3, p. 38) • Please Put It in Order (Aula 3, p. 38): students give commands to an imaginary roommate • Spanish recipe activity: imperative practice through a traditional recipe	Assignments: • Rules at a museum, at work, etc. • Más... (Aula 3, p. 97) • Submit Field Study 2
24	Search and Compare • Consolidation of the Imperative • Using the Imperative to persuade	• A Break for Advertising (Aula 3, p. 39) • Debate: Spanish advertising vs. American advertising	Assignments: • Additional practice with indirect/direct object pronouns and imperatives • Reading: "One Hundred Years of Advertising" (Aula 3, p. 40)

25	Search and Compare • Designing an advertising campaign	• An Advertising Campaign (Aula 3, p. 39): students discuss advertisements they like and then create their own campaign in groups	Assignments: • The Spaniards' Favorite Advertisement (survey)
26	And Then He/She Says... • Narrative resources: suddenly, then, finally, etc. • Movie vocabulary • Direct and Indirect Object Pronouns	• What's On Today? (Aula 3, p. 75): discussion of Spanish television programming using authentic materials • What Do You Do When...? (Aula 3, p. 76): controlled practice of direct and indirect object pronoun placement • Your Distant Aunt's Inheritance (Aula 3, p. 107): game to consolidate pronoun usage • Quiz 5	Assignments: • Más... (Aula 3, pp. 106–107) • Prepare oral presentations • Reading: "How Delicious!" (Aula 3, p. 80)
27	The Memory Box	Oral Presentations I: Students bring between 6 and 9 objects that represent their experience in Barcelona. Using these objects, they explain their experience in the city to their classmates.	Assignments: • Prepare for the final exam
28	The Memory Box	Oral Presentations II	Assignments: • Prepare for the final exam
29	Review of All Course Content	• Farewell • Final exam review	Assignments: • Prepare for the final exam
30	Final Exam		

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our Academic Policies and Engagement Policy. CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified Student Learning and Development Objectives (SLDOs) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.