



## **BCLA SPAN 2201 Intermediate Spanish 1**

### **CAPA BARCELONA PROGRAM**

#### **Course Description**

This course is designed for students with some prior knowledge of Spanish. Students who can already use a few basic words and phrases, and who can understand very simple requests and responses are appropriate for this level. Students entering this course are also able to read and interpret the basic meaning of simple sentences and phrases. Students who have studied basic Spanish in high school or in college but never continued to build their skills may find this level appropriate. Students who have studied another Romance language may also be capable of entering this level. The language assessment process will determine the appropriate level for each individual student.

By the end of the course, successful students will have built a solid foundation in the five skills: intercultural communication, reading, writing, listening and speaking to accomplish a variety of everyday needs in the host culture as described in the learning outcomes below and should be capable of entering the Spanish Language in Context level.

#### **Requirements and Prerequisites**

Elementary Spanish 2 or its equivalent.

#### **Learning Outcomes**

At the end of this 3-credit course students will be able to:

- Express themselves in a variety of contexts
- Relate different pieces of information
- Establish cause and consequence
- Converse with ease in limited formal and informal situations

Students will be able to achieve the outcomes for this level, summarized as follows:

- I. Intercultural Communication
  - A. Students will be able to meet simple everyday needs using verbal and non-verbal communication, and they will be able to use compensatory strategies when they do not know the word or expression (paraphrasing, repetition, talking around the point, body language etc.).
  - B. Students can recognize some appropriate and inappropriate expressions and behaviors in the host language.
  - C. Students will be able to distinguish between simple representations of formality and informality in the language.
  - D. Students will identify some differences between cultural stereotypes and generalizations between the home culture and the host culture.
  - E. Students will start to make informed comparisons between their host culture and the home culture.
- II. Listening
  - A. Students will be able to understand simple statements, requests, descriptions, and questions in specific cultural context relevant to them (home, Barcelona center of studies, and the community: shopping, transportation, meals...).
  - B. Students will be able to use context to understand the gist of some spoken language they overhear, including the media, conversations between others, and announcements.
- III. Speaking
  - A. Students will be able to use simple phrases appropriately in everyday situations with increasing accuracy (home, Barcelona center of studies, and the community: shopping, transportation, meals...).
  - B. Students will be able to express simple needs by asking questions, and get what they need in uncomplicated, everyday situations.

- IV. Reading
- A. Students will be able to identify and understand simple sentences and deduce meaning from context if it is relevant to their studies.
  - B. Students will be able to interpret main ideas in short passages and news headlines if they are relevant to them.
- V. Writing
- A. Students will be able to write short texts about concrete topics, such as themselves, their families, their friends, their likes, dislikes, plans, experiences and their daily routines.
  - B. Students will be able to send simple emails, text messages, and fill out some simple forms.
  - C. Students will be able to write with increased accuracy, although using some native language structures.

### **Developmental Outcomes**

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

### **Class methodology**

Class time and activities are devoted predominantly to speaking and practicing Spanish, and reading and discussing real-life Spanish material. By applying a communicative student-centered methodology students will learn about the language through assignments and on-site activities, such as Course Related Excursions. Students are expected to take initiative and engage with the community.

Every unit will have special assignments addressing the topics studied in class in order to fulfill a better understanding of the target culture. When needed, the student will complete tasks using information and communication technology that will lead students to develop and improve their language and cultural skills in and out of the classroom. Also, students will be compelled to analyze critically customs and, differences between American and Spanish culture. Homework will be daily assigned so that the students can systematize, practice, and clarify doubts.

### **LANGUAGE OF PRESENTATION**

Language instructors will use the target language (Spanish), though occasionally instructors will use the native language of the students to explain any ambiguous concepts.

### **Assessment/Grading Policy**

Various elements will be taken into account when determining the final grade. The instructor will explain in detail the content, criteria and specific requirements for all assessment categories but the basic breakdown is as follows below.

1. Midterm: 15%;
2. Final Exam: 15%;
3. Oral Exam: 10%;
4. Quizzes (6 quizzes minimum on listening, speaking, reading, writing, intercultural communication): 15%;
5. Video/Oral presentation: 10%;
6. Compositions: 15%;
7. Excursions: 10%;
8. Class participation: 10%.

| DESCRIPTOR                        | ALPHA | NUMERIC | GPA | REQUIREMENT/EXPECTATION  |
|-----------------------------------|-------|---------|-----|--|
| Outstanding<br>(High Distinction) | A     | 93+     | 4.0 | Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.  |
| Excellent<br>(Distinction)        | A-    | 90 - 92 | 3.7 | Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.  |
| Very good<br>(High Credit)        | B+    | 87 - 89 | 3.3 | Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives. |

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| Good (Credit)                   | B  | 83 - 86 | 3.0       | The work is well organised and contains coherent or logical argumentation and presentation.  |
| Good (Credit)                   | B- | 80 - 82 | 2.7       | Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.  |
| Average (Good Pass)             | C+ | 77-79   | 2.3       | The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading. |
| Adequate (Pass)                 | C  | 73 - 76 | 2.0       | Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.   |
| Below Average (Borderline Pass) | C- | 70-72   | 1.7       | Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.  |
| Inadequate (Borderline Fail)    | D+ | 67 - 69 | 1.3       | Fails to show a clear understanding or much insight into the material in the textbook and notes  |
| Poor (Fail)                     | D  | 60 - 66 | 0.7 - 1.0 | Besides the above for D+, student has not shown interest or engagement in the class work or study.   |
| Poor (Fail)                     | F  | <60     | 0         | Shows little or no understanding of any of the material  |
| Incomplete                      | I  |         |           | Please see CAPA policy in the Faculty Handbook.  |

### **Dress Code**

No requirements.

### **Course Materials**

#### **REQUIRED COURSE MATERIALS**

Corpas, Jaime; Garmendia, Agustín y Soriano, Carmen (2013): *Aula 3 Nueva Edición*. Barcelona: Difusión 2015. [ISBN: 9788415640073]

#### **RECOMMENDED MATERIALS**

##### **Grammar book (LG):**

Aragónés, Luis y Palencia, Ramón (2005): *Gramática de uso del español. Teoría y práctica (A1-B2)*. Madrid: Grupo SM.

##### **Dictionary:**

Varios autores (2004). Cambridge Klett Pocket: Español/inglés - English/Spanish. Cambridge: Cambridge University Press.

### **Weekly Schedule**

| Week             | Content   | Assignments   | Corresponding Learning Outcome(s)       |
|------------------|---|---|---|
| Week 1<br>Unit 1 | 1. Functional: Biography of the ideal candidate for a job position; Talking about habits in the present.<br>2. Grammatical: Preterit Perfect<br>3. Vocabulary: Working environments in Spain and the US<br>4. Culture: Working contracts, Vacations | Activity: Choosing a job position and inventing an ideal candidate for the job. | I,D,E<br>II.A<br>III.A,B<br>IV.A<br>V.A |

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| Week 2<br>Unit 1 | <ol style="list-style-type: none"> <li>1. Functional: Talking about experiences in the past; beginning, duration, and location of an action at any specific time</li> <li>2. Grammatical: Periphrasis and Gerund</li> <li>3. Vocabulary: Professions</li> <li>4. Culture: Changes when living abroad</li> </ol>  | <p>Composition 1: Moments that have changed your life: From high school to college / studying abroad...</p> <p>Oral Presentation/videos:<br/>Writing a script for a video.<br/>Recording the video with performance in Spanish to be presented at the end of the course -week 11.</p> | I.D,E<br>II.A<br>III.A,B<br>IV.A<br>V.A,B                  |
| Week 3<br>Unit 2 | <ol style="list-style-type: none"> <li>1. Functional: Talking about rules for class and society; talking about habits</li> <li>2. Grammatical: Prohibition structures; quantifiers; impersonal "se"</li> <li>3. Vocabulary: Daily life; Spanish situations; Spanish customs: Work, school...</li> <li>4. Culture: Spanish holidays and daily situations</li> </ol>   | <p>Activity: Creating a few rules and habits to survive in Spain: Housing, school, going out...</p> <p>Excursion 1</p> <p>Reading: Trabajar en España y en Estados Unidos.</p>  | I. D,E<br>II.A<br>III.A,B<br>IV.A,B<br>V.A,B               |
| Week 4<br>Unit 3 | <ol style="list-style-type: none"> <li>1. Functional: Talking about the most important moments in recent past times</li> <li>2. Grammatical: Preterit Imperfect; time markers for past and present; then and now comparisons</li> <li>3. Vocabulary: Habitual situations in the past; great inventions</li> <li>4. Culture: History and facts about Spain</li> </ol>   | <p>Activity: What were you like in your childhood and how are you now?</p> <p>Reading: La historia de España.</p>   | I. C,D,E<br>II.A<br>III.A,B<br>IV.A,B<br>V.A,B,C           |
| Week 5<br>Unit 4 | <ol style="list-style-type: none"> <li>1. Functional: Designing an advertising campaign. Talking about marketing and commercials.</li> <li>2. Grammatical: Affirmative and negative; imperative with pronouns.</li> <li>3. Vocabulary: All about advertising</li> <li>4. Culture: Spanish commercials, advertising values, etc.</li> </ol>   | <p>Developing an advertising campaign</p> <p>Reading: La publicidad en España.</p>  | I.C,D,E<br>II.A,B<br>III.B<br>IV.A,B<br>V.B                |
| Week 6<br>Unit 5 | <ol style="list-style-type: none"> <li>1. Functional: Transmit messages and communication strategies. Communication through the phone and short messages.</li> <li>2. Grammatical: Indirect speech. Pronouns. Pronunciation</li> <li>3. Vocabulary: Taboo game</li> <li>4. Culture: Tongue-twister, new ways of communicating</li> </ol>   | <p>Leaving a message for a roommate</p> <p>Midterm</p>  | I.E<br>II.A<br>III.A<br>IV.A<br>V.B                        |
| Week 7<br>Unit 6 | <ol style="list-style-type: none"> <li>1. Functional: Expressing emotions, talking about the past.</li> <li>2. Grammatical: Contrast of past tenses, "Estar + gerund". Time conjunctions.</li> <li>3. Vocabulary: Time markers, historical events, emotions</li> <li>4. Culture: Spanish culture: history of Spain and other special moments in history.</li> </ol>  | <p>Explaining a special moment in your life</p>   | I.E,C,D<br>II.A<br>III.A<br>IV.A<br>V.A                    |
| Week 8<br>Unit 6 | <ol style="list-style-type: none"> <li>1. Functional: Express emotions, talk about the past.</li> <li>2. Grammatical: Contrast of past tenses, "Estar + gerund". Time conjunctions.</li> <li>3. Vocabulary: Time markers, historical events, emotions</li> <li>4. Culture: Spanish culture: A history of Spain and other special moments in history.</li> </ol>  | <p>Composition 2: Explaining a special moment in your life.</p> <p>Excursion 2</p>  |  |
| Week 9<br>Unit 7 | <ol style="list-style-type: none"> <li>1. Functional: Asking for information and favors. Ways of granting favors. Asking permission. Ways of granting permission. Courtesy: tú / usted. To give excuses and justifications. Different ways to say thank you.</li> <li>2. Grammatical: Verbs: <i>dar, pasar, prestar-dejar, tener, traer</i> and <i>llevar</i>.<br/>The structures: <i>Poder + infinitivo; Importar + Pre-</i></li> </ol> | <p>Asking for things, favors...</p> <p>Oral Presentation/videos:<br/>Writing a script for a video.</p>  | I. A, B, C, D<br>II. A, B<br>III. B<br>IV. A, B<br>V. A, B |

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|                   | <p><i>sente; Importar + si + Presente</i><br/> The conditional tense (politeness).<br/> <i>Es que + conjugated verb.</i><br/> 3. Vocabulary:<br/> Daily objects and places (clase, casa, bares, restaurante); Verbs used for asking: dar, pasar, prestar-dejar, tener, traer y llevar.<br/> Expressions for giving thanks.<br/> 4. Culture: Courtesy and Spanish people.<br/> Different levels of formality according to different situations. How to deny favors adequately.</p>   | How is the recording of the video going?  |   |
| Week 10<br>Unit 7 | <p>1. Functional: Asking for information and favors'. Ways of granting favors. Asking permission. Ways of granting permission.<br/> Courtes: tú / usted. To give excuses and justification. Expressions for giving thanks.<br/> 2. Grammatical: Verbs: <i>dar, pasar, prestar-dejar, tener, traer</i> and <i>llevar</i>.<br/> The structures: <i>Poder + infinitivo; Importar + Presente; Importar + si + Presente</i><br/> The conditional tense (politeness).<br/> <i>Es que + conjugated verb.</i><br/> 3. Vocabulary:<br/> Daily objects and places (clase, casa, bares, restaurante); Verbs used for asking for something: Dar, pasar, prestar-dejar, tener, traer y llevar.<br/> Expressions for thanking.<br/> 4. Culture:<br/> Courtesy and Spanish people.<br/> Different levels of formality according to different situations.<br/> How to deny favors adequately.</p> | <p>Asking for things, favors...</p> <p>Field Study 3.</p> <p>Reading: Las normas de cortesía.</p>   | <p>I. A, B, C, D<br/> II. A, B<br/> III. B<br/> IV. A, B<br/> V. A, B</p> |
| Week 11<br>Unit 8 | <p>1. Functional:<br/> Talking about future actions and situations.<br/> Expressing conditions.<br/> Structures to formulate hypothesis.<br/> 2. Grammatical:<br/> The Future tense.<br/> Structures:<br/> <i>Si + Presente de Indicativo + Future</i><br/> <i>Depende (de) + sustantivo</i><br/> Words expressing probability: <i>seguramente, probablemente, posiblemente, etc.</i><br/> 3. Vocabulary: Problems of the world: <i>clima, contaminación, pobreza, etc.</i><br/> About circumstances and situations related to life experiences: <i>Casarse, tener éxito, hacerse rico, tener hijos, etc.</i><br/> 4. Culture: Comparing the problems that worry the Spanish and the Americans.</p>   | <p>Talking about the future</p> <p>Composition 3: Writing a biography of a classmate's future.</p> <p>Reading: Palm reading instructions.</p> <p>Oral Presentation/videos:</p> <ol style="list-style-type: none"> <li>1) Why this topic?</li> <li>2) Who would be interested?</li> <li>3) Is it the same in your country? Different?</li> <li>4) Did you understand the locals?</li> <li>5) Is the group happy with the final results?</li> </ol> | <p>I. B<br/> II. A, B<br/> III. B<br/> IV. A<br/> V. A, B</p>             |

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| Week 12<br>Unit 9 | 1. Functional: Narrating in present tense. Summarize a movie's plot. To tell jokes in Spanish.<br>2. Grammatical: Forms and uses of the pronouns: DO and IO. The Present Tense.<br>3. Vocabulary: Genres: <i>Películas, obras de teatro, novelas y programas de televisión</i> .<br>About cinema: <i>Guión, sinopsis, director, productor, etc.</i><br>4. Culture: The Spanish sense of humour. Different types of jokes. | Narrating with the present tense<br><br>Watching a movie: Writing the synopsis about the movie watched in class.<br><br>FINAL EXAM | I. B, D<br>II. A<br>III. B<br>IV. A<br>V.B |
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## **Attendance, Participation & Student Responsibilities**

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and potentially a failure for the course.

**Missing classes for medical reasons:** If you need to miss a class for medical reasons or for a family emergency, **you must send an e-mail** to let CAPA know at least one hour in advance of your class or meeting at the following e-mail: \_\_\_\_\_. Note that calling the CAPA Center (\_\_\_\_\_) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

**Class Participation:** Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

**Academic Integrity:** A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

**Use of electronic equipment in class:** All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform CAPA at the beginning of Term.

**Use of Electronic Translators:** In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

**Late Submission:** Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

**Behavior during Examinations:** During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.