



BCLA SPAN 2202 Spanish 202

CAPA Barcelona Program

Semester and Year (Ex. Spring 2019)

Course Description

After completing this course, the student will understand extended speech and readings (TV, movies, newspapers, ...). Will be able to communicate with a degree of fluency that will allow them to interact with natives with spontaneity. The information presented will be precise when talking about a field of interest and quite clear when writing or speaking on a range of subjects.

Requirements and Prerequisites

Completion of a course at similar level to BCLA SPAN 2201, or a similar level of Spanish language acquisition. This course is recommended to transfer back at 4 credits.

Learning Outcomes

By the end of this level students will be able to:

- a. Understand complex speech and read reports about contemporary problems as well as literary prose.
- b. Take an active part in discussions on familiar contexts and present information regarding other fields of interest.
- c. Write clear, detailed text on a wide range of topics related to their interests. Write essays and reports in support or against a particular point of view.
- d. Describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
- e. Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.
- f. Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.

Produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Class Methodology

Our faculty methodological approach consists in the Communicative Method. The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials. The course will provide:

- a variety of activities that address students' different learning styles
- a balance between developing receptive and productive skills that maximizes student interaction
- precise grammar explanations based on context and meaning
- a wide variety of listening tasks.
- focus on vocabulary and idiomatic expressions.

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. You will actively explore the Global City in which you are currently living. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component(s) are:

All field studies are related with the course contents and they intend to put our students in contact with the local culture using language. We have two types of Field Studies:

A) Those closely related to the grammar or vocabulary of one of the lessons. These propose activities in given places where students must use structures and/or vocabulary studied in the lesson, for example:

1. Els Encants: One of the oldest flea markets in Europe where you can find odd antiques and where haggling is always necessary.
2. My neighborhood and apartment in Barcelona: Encourage our students to discover hidden places in one of the 70 Barcelona neighborhoods.
3. Let's go to the market: Shopping in one of the 42 public markets of Barcelona in order to prepare some tapas!
4. Barcelona antes y ahora: A comparison of Barcelona's evolution over time using old photographs. Will students be able of finding the same place?

B) Those with a **seasonal** aspect. These are connected to local celebrations. The activities are adjusted to the vocabulary and grammar for each level.

1. Santa Eulàlia: the winter *fiestas* of Barcelona. Lots of activities happen in the street, like Human Towers, *Correfoc*, traditional dances, and much more!
2. Corpus Christi: the celebration of the arrival of summer. Linked to pre-Christian festivities.
3. Sant Joan: the shortest night of the year. Barcelona celebrates summer solstice with lots of peculiar traditions.
4. La Mercè: the summer *fiestas* of Barcelona. The most important week in the city of Barcelona.
5. La Castanyada: autumn is here. Students will experience the Catalan alternative to Halloween.
6. La Fira de Santa Llúcia: Ready for Christmas. Students will visit the traditional Christmas market where they will learn (interacting with locals) about the peculiar Catalan Christmas traditions.

Field Study assessment

Each Field Study has a 3-step structure:

- Pre-activity: usually done in class and linked to the vocabulary and grammar of the lesson.
- Activity: usually done on site. It encourages students to interact in a meaningful way with the local community.
- Post-activity: students will be asked to produce a document which proves the accomplishment of the learning outcomes. It can be an audio or video recording, a presentation or a composition.

1. Written and oral assessment

Since our textbooks follow the Common European Framework of Reference for Languages, our faculty will use the official scales provided by the European Union (and used in most European universities).

Proficient User	C1	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C2	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

For activities focusing in specific vocabulary and grammar, faculty may use Rubrics specially designed for that assignment based on the official scale.

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and", "but" and "because".
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".

Assessment/Grading Policy

A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that is above the level necessary to meet course requirements.
C+	77-79	Achievement that meets the course requirements in every respect.
C	73-76	Achievement that meets the course requirements in most respects.
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either completed but at a level of achievement that is not worthy of credit or was not completed.

Description of Forms of Assessment

Participation

Students will be expected to participate actively in all class activities and discussions, talking only in Spanish in small groups or in pairs, and arriving with all assignments done and ready to discuss. A participation grade based on the quantity and quality of participation shown during each class period and a positive attitude will be assigned regularly to each student. This will be evaluated according to the rubric "Attendance and Participation".

Quizzes

In order to monitor the learning process of the vocabulary and grammar studied, quizzes (involving different skills: talking, reading, writing) will be given on a regular basis. Some of these quizzes may be in the form of a Field Study (these will vary depending on the semester, because they are adjusted to the national and local calendar of fiestas and festivals).

Compositions

Three compositions will be assigned during this course. All written assignments must be typed and double-spaced, in font Arial 12 with 1-inch margins, and use correct Spanish punctuation. Any late written assignments will be accepted but with a penalty (-5 points per calendar day). Each written assignment/composition is related to one of the lessons and the main aim is to monitor the assimilation of new vocabulary, structures and tenses. The compositions will be evaluated according to the rubric for evaluating "Compositions".

Oral Presentation

Students will have to do an Oral Presentation in class and in Spanish. Each student will be allotted 4 to 5 minutes for the presentation. The presentation will be evaluated according to the rubric for evaluating "Oral Presentation" (attached to this syllabus). Students will be given a list of topics, structures, and vocabulary that they will need to use.

Exams

There will be 2 exams. One in the middle of the semester and one at the end. They will not be accumulative. Each exam will consist of oral comprehension 20%, grammar and vocabulary 40%, reading comprehension 20%, written expression 20%. Percentages of each part of the exam may vary depending on the level.

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Participation	15%	All	TBC
Quizzes	10%	all	TBC
Compositions	20%	a, b, c, e	TBC
Oral Presentations	15%	c, d, e	Session 23
Midterm Exam	20%	A, b, c, d	Session 12
Final Exam	20%	All	Session 24

Required Readings:

Aula 4 Internacional, Editorial Difusión, Jaime Corpas, Agustín Garmendia, Nuria Sánchez, Carmen Soriano ISBN: 9788415640103

SUNY-Oswego On-line Library Resources

Students are advised to review assignments and readings. If you do not have access to sufficient additional resources from your home institution to complete the coursework for this class, you may request access to the on-line library resources of SUNY-Oswego: <http://libraryguides.oswego.edu/c.php?g=500670>. To access this resource, you must request access during the first week of the program.

Weekly Course Schedule

Session - Lesson	Contents	Grammar and vocabulary	Activities in class
Session 1 - Unidad 1	<ol style="list-style-type: none"> 1. Course presentation 2. Meeting our classmates 3. News and media in Spain 4. How to write an article 	<ul style="list-style-type: none"> • Past Tenses: <i>indefinido, imperfecto, perfecto, pluscuamperfecto</i>. • Verbs that introduce information: <i>afirmar, manifestar, declarar</i>, etc. 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. Historical events and headlines. Activity 1. 2. The history of social media. Activity 2. 3. Deciding which section (in a newspaper) an article belongs to. Activity 3. • Oral expression: <ol style="list-style-type: none"> 4. Discussing events and news that have impressed us. Activity 1. Part B. 5. Discussing aspects related to news. Activity 3. Parts B & C. • Oral comprehension: <ol style="list-style-type: none"> 6. Radio program about social media. Activity 2. Track 1.
Session 2 - Unidad 1	<ol style="list-style-type: none"> 1. News and media in Spain 2. How to write an article 3. Refer to past events 	<ul style="list-style-type: none"> • Contrast of past tenses: <i>indefinido, imperfecto, perfecto, pluscuamperfecto</i>. • How to use the passive form. <i>Ser + Particio de Pasado (por + agent)</i>. • Dealing with different levels of formality: oral and written language. 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. People with successful stories. Activity 4. 2. Quiz about news. Do you remember them? Activity 5. How to talk about or write something. Activity 6. • Oral expression: <ol style="list-style-type: none"> 3. How to talk about something you have read. Activity 6. Part B.
Session 3 - Unidad 1	<ol style="list-style-type: none"> 1. Writing vs Taking about 2. Incrementing the level of formality of our texts 	<ul style="list-style-type: none"> • Transmission verbs: <i>comentar, explicar, reconocer</i>, etc. • Verbs used to transmit information: <i>enterarse, ver, oír, leer</i>, etc. • Contrast of past tenses: <i>indefinido, imperfecto, perfecto, pluscuamperfecto</i>. • How to use the passive form. <i>Ser + Particio de Pasado (por + agent)</i>. • Dealing with different levels of formality: oral and written language. 	<ul style="list-style-type: none"> • Oral comprehension: <ol style="list-style-type: none"> 1. Telling a short story/news. Activity 7. Tracks 2-4. • Oral and written expression: <ol style="list-style-type: none"> 2. Finding examples of verbs in context. Activity 8.
Session 4 - Unidad 1	<ol style="list-style-type: none"> 1. How and where we get information from 2. How we use social media 3. Writing news 	<ul style="list-style-type: none"> • Transmission verbs: <i>comentar, explicar, reconocer</i>, etc. • Verbs used to transmit information: <i>enterarse, ver, oír, leer</i>, etc. 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. How and where you get your news from? Activity 9. • Oral expression: <ol style="list-style-type: none"> 2. What kind of media or platforms we get our information from? Activity 9. Part B. • Written and oral expression:

		<ul style="list-style-type: none"> • Contrast of past tenses contrast: <i>indefinido, imperfecto, perfecto, pluscuamperfecto.</i> 	<ol style="list-style-type: none"> 3. We prepare (in groups) a presentation about social media (Google Alerts, Feedly, Twitter, etc.) Activity 9. Part C. (Portfolio)
Session 5 - Unidad 1	<ol style="list-style-type: none"> 1. How to write an article 2. Analyzing headlines and news 	<ul style="list-style-type: none"> • Transmission verbs: <i>comentar, explicar, reconocer, etc.</i> • Contrast of past tenses contrast: <i>indefinido, imperfecto, perfecto, pluscuamperfecto.</i> • Dealing with different levels of formality: oral and written language. 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. Who, what, where, how, when, and why: writing an article. Activity 10. • Oral comprehension and expression: <ol style="list-style-type: none"> 2. Talking about something I heard (in pairs). Activity 11. Tracks 5-6. • Written expression: <ol style="list-style-type: none"> 3. We create our newspaper (Our class). Activity 12.
Session 6 - Unidad 1	<ol style="list-style-type: none"> 1. How to write an article 2. Analyzing headlines and news 3. Editing texts: the editorial office and its role 	<ul style="list-style-type: none"> • Transmission verbs: <i>comentar, explicar, reconocer, etc.</i> • Contrast of past tenses contrast: <i>indefinido, imperfecto, perfecto, pluscuamperfecto.</i> • Dealing with different levels of formality: oral and written language. 	<ul style="list-style-type: none"> • Written expression: <ol style="list-style-type: none"> 1. We write, edit, and publish our first newspaper. Activities 12 & 13. Portfolio.
Session 7 - Unidad 2	<ol style="list-style-type: none"> 1. Expressing opinion 2. Assessing different perspectives and opinions 3. Expressing agreement and disagreement 4. Summarize and synthesize 	<ul style="list-style-type: none"> • Opinion: <i>creo que</i> + indicative, <i>no creo que</i> + subjunctive • Assessing: <i>ser</i> + adjetivo + infinitivo/subjuntivo • Vocabulary: tourism, travel, places 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. Different places. Activity 1. 2. Different lifestyles. Activity 2. • Oral expression: <ol style="list-style-type: none"> 3. My idea of a calm place. Activity 1. Part B. • Written expression: <ol style="list-style-type: none"> 4. Summarizing a text in three main ideas.
Session 8 - Unidad 2	<ol style="list-style-type: none"> 1. Expressing opinion 2. Assessing different perspectives and opinions 3. Expressing agreement and disagreement 	<ul style="list-style-type: none"> • Opinion: <i>creo que</i> + indicative, <i>no creo que</i> + subjunctive, <i>es cierto/verdad + que + ..., Me parece que/ No me parece que...</i> • Assessing: <i>ser</i> + adjetivo + infinitivo/subjuntivo • Vocabulary: tourism, travel, places 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. Mass tourism vs Sustainable tourism. Activity 3. • Oral expression: <ol style="list-style-type: none"> 2. Positive and negative side effects of tourism. Activity 3. Part C. • Oral comprehension: <ol style="list-style-type: none"> 3. Positive and negative aspects of tourism. Activity 3. Part B. Tracks 7-10.
Session 9 - Unidad 2	<ol style="list-style-type: none"> 1. Expressing opinion 2. Assessing different perspectives and opinions 3. Expressing agreement and disagreement 	<ul style="list-style-type: none"> • Vocabulary: <i>organizadores del discurso y conectores</i>. How to take turns when debating. • Opinion: <i>creo que</i> + indicative, <i>no creo que</i> + subjunctive, <i>es cierto/verdad + que + ..., Me parece que/ No me parece que...</i> • Assessing: <i>ser</i> + adjetivo + infinitivo/subjuntivo 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. Different people, different views. Activity 5. • Written expression: <ol style="list-style-type: none"> 2. My opinion about Barcelona. Activity 5. Part D. • Oral comprehension: <ol style="list-style-type: none"> 3. Neighbors organizing a meeting to discuss some issues. Activity 6. Track 15. 4. My opinion and proposal for the neighbor's assembly. Activity 6. Part C.

Session 10 - Unidad 2	<ol style="list-style-type: none"> Expressing conditions Expressing disagreement Making proposals Stablishing a negotiation 	<ul style="list-style-type: none"> Conditions: <i>si / siempre y que / siempre y cuando / a no ser que / a no ser que / solo si / Si me prometes / a cambio de que / ...</i> Disagreement: <i>No creer / Dudar / No considerar + que + subjuntivo</i> Proposals: <i>yo lo que propongo es + infinitive / yo lo que propongo es que + subjuntivo</i> 	<ul style="list-style-type: none"> Reading comprehension: <ol style="list-style-type: none"> Deciding what conditions to set in order to accept the building of a huge disco in our village. Activity 7. How to express disagreement. Activity 8. Negotiating to reach an agreement. Activity 9. Oral expression: <ol style="list-style-type: none"> Expressing disagreement. Activity 8. Part B. Negotiating to reach an agreement. Activity 9. Role playing negotiating in front of the class.
Session 11 - Unidad 2	<ol style="list-style-type: none"> Expressing conditions Expressing disagreement Making proposals Stablishing a negotiation 	<ul style="list-style-type: none"> Opinion: <i>creo que + indicative, no creo que + subjunctive, es cierto/verdad + que + ..., Me parece que/ No me parece que...</i> Assessing: <i>ser + adjetivo + infinitivo/subjuntivo</i> Conditions: <i>si / siempre y que / siempre y cuando / a no ser que / a no ser que / solo si / Si me prometes / a cambio de que / ...</i> Disagreement: <i>No creer / Dudar / No considerar + que + subjuntivo</i> Proposals: <i>yo lo que propongo es + infinitive / yo lo que propongo es que + subjuntivo</i> 	<ul style="list-style-type: none"> Reading comprehension: <ol style="list-style-type: none"> Would you like to visit a Cittaslow village? Activity 11. Oral comprehension: <ol style="list-style-type: none"> All about the neighbor's assembly to decide if our village joins Cittaslow. Activity 11. Part B. Track 16. We organize an assembly in class (role playing) to make the final decision. We suggest recording the assembly (audio/video). (Portfolio)
Session 12	MIDTERM		
Session 13 - Unidad 3	<ol style="list-style-type: none"> Express our opinion about other people and behaviors Expressing wishes and emotions 	<ul style="list-style-type: none"> Vocabulary: sports, traditions, etc. Opinion: some uses of the conditional. <i>Yo no lo haría, me daría miedo, etc.</i> Express that we didn't know something: <i>Pretérito Imperfecto. Yo no sabía que / Yo desconocía que...</i> 	<ul style="list-style-type: none"> Reading comprehension: <ol style="list-style-type: none"> Some peculiar traditions around the world. Activity 1. Extreme sports. Did you know? Activity 2. Part B. Oral expression: <ol style="list-style-type: none"> Would you like to participate in some of them? Activity 1, part B. Would you do some of these activities? Activity 2. Part E. Have you ever done...? (discussing risky activities) Activity 2. Would they do it? Activity 2. Parts C & D. Tracks 7-8.
Session 14 - Unidad 3	<ol style="list-style-type: none"> Express our opinion about other people and behaviors Expressing wishes and emotions Giving advice 	<ul style="list-style-type: none"> Vocabulary: sports, traditions, emotions, etc. Opinion: some uses of the conditional. <i>Yo no lo haría, me daría miedo, etc.</i> 	<ul style="list-style-type: none"> Reading comprehension: <ol style="list-style-type: none"> How to overcome your fears? Activity 3. Talking about the origin of some traditions and sports. Activity 4. Different ways of giving advice. Activity 5. Oral expression: <ol style="list-style-type: none"> Ways to get over your phobias. Activity 3. Part B.

		<ul style="list-style-type: none"> Advice: <i>recomendar / sugerir / aconsejar + que + Presente de Subjuntivo</i> 	
Session 15 - Unidad 3	<ol style="list-style-type: none"> How to talk about things or aspects we don't know about Recommendations and suggestions 	<ul style="list-style-type: none"> Vocabulary: sports, traditions, emotions, etc. Pretérito Imperfecto (<i>indicativo y subjuntivo</i>): <i>yo no sabía / creía que / pensaba que... Si fuera / tuviera...</i> Recommendations: conditional. <i>debería, habría + infinitivo / Si + Imperfecto de Subjuntivo + condicional</i> 	<ul style="list-style-type: none"> Reading comprehension: <ol style="list-style-type: none"> Discussing information we didn't know about. Activity 6. Would you? Talking about things we would/wouldn't do. Activity 7. Who would survive in extreme conditions? Activity 8. Oral expression: <ol style="list-style-type: none"> What would you do? Activity 8. Part B. If you were a color? Guessing celebrities. Activity 9.
Session 16 - Unidad 3	<ol style="list-style-type: none"> Recommendations and suggestions Expressing wishes and emotions Giving advice 	<ul style="list-style-type: none"> Vocabulary: sports, traditions, emotions, etc. Advice: <i>recomendar / sugerir / aconsejar + que + Presente de Subjuntivo</i> Pretérito Imperfecto (<i>indicativo y subjuntivo</i>): <i>yo no sabía / creía que / pensaba que... Si fuera / tuviera...</i> Recommendations: conditional. <i>debería, habría + infinitivo / Si + Imperfecto de Subjuntivo + condicional</i> 	<ul style="list-style-type: none"> Oral expression: <ol style="list-style-type: none"> What would you do if you were on a desert island? Activity 10. We propose advice for overcoming fears we have. Activity 11. Part C. Oral comprehension: <ol style="list-style-type: none"> Advice from your close friends. Activity 11. Parts A & B. <p>A peculiar tradition. Activity 12. Presentation in class. (Portfolio)</p>
Session 17 - Unidad 4	<ol style="list-style-type: none"> Talking about people's qualities and defects Talking about personality and emotions/feelings Lifestyles 	<ul style="list-style-type: none"> Vocabulary: urban tribes, emotions, feelings, personal relationships, lifestyles. Conditional Connectors: <i>de hecho, en realidad, además, al contrario</i>, etc. 	<ul style="list-style-type: none"> Reading comprehension: <ol style="list-style-type: none"> Urban tribes and other cultural movements. Activity 1. Two people with very different passions. Activity 2. Oral expressions: <ol style="list-style-type: none"> Do you know any other urban and cultural sub movements? Activity 1. Part B. Oral comprehension: <ol style="list-style-type: none"> Other people's lifestyles. Activity 2. Parts B & C. Tracks 24-25. Oral expression: <ol style="list-style-type: none"> What lifestyle would you like to live? Activity 2. Part D.
Session 18 - Unidad 6	<ol style="list-style-type: none"> Talking about people's qualities and defects Talking about personality and emotions/feelings Lifestyles 	<ul style="list-style-type: none"> Vocabulary: verbs which need prepositions. <i>Me di cuenta de / Renunciar a / Etc.</i> Rephrasing something we said: <i>no es que, lo que pasa es que, ...</i> 	<ul style="list-style-type: none"> Reading comprehension: <ol style="list-style-type: none"> People who live alone. Activity 3. Living with a partner. Activity 6. Written expression: <ol style="list-style-type: none"> Rephrasing a message. Activity 4. When would you do something? Activity 7. Part C.

		<ul style="list-style-type: none"> Connectors: <i>de hecho, en realidad, además, al contrario</i>, etc. <i>Imperfecto de Subjuntivo</i> <i>Por vs Para</i> 	<ul style="list-style-type: none"> Oral comprehension: 5. Reasons for becoming a vegetarian. Activity 5. Oral expression: 6. Alone or with more people? Activity 7. Part A.
Session 19 - Unidad 6	<ol style="list-style-type: none"> Talking about people's qualities and defects Talking about personality and emotions/feelings Describing objects, concepts, or people 	<ul style="list-style-type: none"> Tense correlation: <i>Busco a alguien que vive/vivió - Busco a alguien que viva/haya vivido</i>, etc. Subjunctive vs Indicative Describing qualities: <i>Me gustaría conocer a alguien + adjetivo/frase de relativo/complemento preposicional</i> 	<ul style="list-style-type: none"> Reading comprehension: 1. Looking for people. Activity 8. 2. Describing qualities of something we are looking for. Activity 9. Oral comprehension: 3. I look for... Activity 9. Part A. Tracks 26-28. Written expression: 4. Write an ad for meeting people. Activity 8. Part B.
Session 20 - Unidad 6	<ol style="list-style-type: none"> Talking about people's qualities and defects Talking about personality and emotions/feelings Describing objects, concepts, or people Talking about hypothetical situations 	<ul style="list-style-type: none"> Connectors: <i>de hecho, en realidad, además, al contrario</i>, etc. <i>Imperfecto de Subjuntivo: Si + imperfecto de Subjuntivo + Condicional</i> <i>Por vs Para</i> Conditional: <i>yo iría, haría</i>, etc. 	<ul style="list-style-type: none"> Reading comprehension: 1. What would you do if...? Activity 10. Oral comprehension: 2. A survey to discover our habits. Activity 11. Tracks 29-31. Oral expression: 3. And you, how would you react in the same situation? Activity 10. Part B. 4. Discuss your perspectives on the same topics. Activity 11. Parts B & C.
Session 21 - Unidad 7	<ol style="list-style-type: none"> Talking about people's qualities and defects Talking about personality and emotions/feelings Describing objects, concepts, or people Talking about hypothetical situations 	<ul style="list-style-type: none"> Connectors: <i>de hecho, en realidad, además, al contrario</i>, etc. <i>Imperfecto de Subjuntivo: Si + imperfecto de Subjuntivo + Condicional</i> <i>Por vs Para</i> Conditional: <i>yo iría, haría</i>, etc. Tense correlation: <i>Busco a alguien que vive/vivió - Busco a alguien que viva/haya vivido</i>, etc. Subjunctive vs Indicative 	<ul style="list-style-type: none"> Writing comprehension: 1. Write a survey to find the ideal person to do something with. Activity 12. Oral comprehension: 2. A survey to discover our habits. Activity 11. Tracks 29-31. Oral expression: Take the survey to find out who would be the ideal partner for your enterprise. Activity 12. Parts B & C.
Session 22 - Unidad 7	<ol style="list-style-type: none"> Talking about people's qualities and defects Talking about personality and emotions/feelings Describing objects, concepts, or people Talking about hypothetical situations 	<ul style="list-style-type: none"> Strategies to buy and bargain <i>Por vs Para</i> Conditional: <i>yo iría, haría</i>, etc. Tense correlation: <i>Busco a alguien que vive/vivió - Busco a alguien que viva/haya vivido</i>, etc. Subjunctive vs Indicative 	<ul style="list-style-type: none"> Field Study: Els Encants. Class on site. 4. Finding the perfect present at a flea market for one of our classmates (Secret Santa) Audio/video (Portfolio)
Session 23	ORAL PRESENTATION		
Session 24	FINAL EXAM		

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unless otherwise expressed by your instructor, the first time a student has an unexcused absence for a class, his/her grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact excused.absence@capa.org ahead of time and provide evidence (e.g. a doctor's note) of the reason for his/her absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class.

In addition to contacting excused.absence@capa.org, it is the responsibility of the student to contact his/her 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.

Any student who feels s/he may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.

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, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "O" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Sexual Misconduct, Required Reporting, and Title IX: CAPA The Global Education Network is committed to encouraging a safe and healthy environment at our seven CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination.

CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

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 the Associate Director of Academic Affairs 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.

Behaviour 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.