

Beginning Spanish II

SPAN 1503 (3 credits / 45 hours)

SIT Study Abroad Program:

Spain: Policy, Law, and Regional Autonomy in Europe

PLEASE NOTE: This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Description

This course seeks to provide students with a broader access to the host culture and enable them to participate in daily social life. While emphasis is placed primarily on oral comprehension and conversational skills (i.e., listening and speaking), reading and writing are highlighted as crucial to the reinforcement of those skills. Thus, the course is designed not only to help students acquire Spanish, but also to grasp cultural practices in Spain and Europe. Cultural context is built into the course and introduced through audiovisual materials and experiential activities accompanying the textbook. Beginning Spanish II introduces students to pronunciation and writing systems of basic grammar, basic vocabulary, and sentence structure. Emphasis is placed on the functional use of the language to enable students to participate in basic conversational exchanges, understand native speakers of Spanish accustomed to dealing with non-native Spanish speakers, complete written compositions describing daily events or personal experiences, and read basic texts on familiar topics such as weather, seasons, food, family, studies, and friends.

Learning Outcomes

By the end of the course, students will be able to complete the following linguistic tasks:

- Perform greetings and introduce self and others formally and informally;
- Identify objects and items in the classroom;
- Order entities sequentially and count numbers;
- Respond to requests and instructions appropriately and courteously;
- Name days of the week, significant dates, and months;
- Identify European countries, capital cities, and main cities;
- Identify one's nationality and that of others;
- Quantify entities in response to questions "How much?" and "How many?"
- Ask and respond to factual questions;
- Ask and answer questions about weather and seasons;
- Understand brief and simple texts that consist mainly of high frequency everyday language;
- Write simple and coherent texts about known subjects;
- Orally describe people, places, and wishes.

Language Levels and Placement

Students are placed into appropriate language course levels based on oral proficiency interviews and written exams (placement tests) conducted during orientation in Spain.

Language of Instruction

This course is conducted entirely in Spanish.

Course Requirements

Students are responsible for completing all required readings. Students should be prepared to discuss these in class. Readings enable students to challenge and engage lecturers, to generate questions for class discussions, and to frame their daily experiences outside of class.

Course Schedule

*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

Methods

The teaching methodology of this course is based on experiential learning and focuses on developing the student's Spanish basic communication skills in the cultural context of Spain through two main aspects:

1. Interaction with Spanish speaking people in everyday situations and during field activities.
2. Participation in classroom activities through individual and group presentations, participation in panel discussions and role-play activities.

Required Readings

Rose, Martin and Ellis, Martyn (2011). *Pasos 1: Spanish Beginner's Course Coursebook*. Holden Education Publishers.

Alarcos Llorach, E. (1994). *Gramática de la lengua española*. Madrid: Espasa Calpe.

Excerpts from several texts will be used in class and will be available via a course packet and/or on the course's Moodle page.

Recommended Readings

Gili y Gaya, S. (1998). *Curso Superior de Sintaxis Española* (15 ed.). Barcelona: Bibliografía

Bosque, I. y Demonte, V. (1999). *Gramática descriptiva de la lengua española*. Madrid: Espasa Calpe.

RAE. (2005). *Diccionario Panhispánico de Dudas*. Espasa-Calpe, Madrid.

Pinilla, R., & Muñoz, R. A. (2005). *¡Bien dicho!: ejercicios de expresión oral*. Sociedad general española de librería, Madrid.

Rodríguez Rodríguez, M. (2003). *Escucha y aprende: Ejercicios de comprensión auditiva*. SGEL; Madrid.

Lengua Española: www.rae.es

Content

Communicative

Pragmatic

- Assertive speaking (affirm, announce, assent, etc.);
- Compromise speaking (express will, intention, etc.);

- Expressive speaking (express admiration, surprise, etc.);
- Fact speaking (great and say goodbye, introduce someone, invite, etc.);
- Directive speaking (give and receive instructions, give and receive consent, etc.).

Grammatical

- Simple sentences
- Syntactic order;
- Grammatical morphemes;
- Passive voice;
- Simple past and composed;
- Periphrastic future;
- Direct objective /indirect objective pronouns;
- Pronominal verbs (use of pronoun SE in Spanish)
- Pronunciation;
- Comprehensive speaking in present, past and future;
- Basic structures of imperative;
- Simple description.

Lexis - semantic

- Personal identification;
- Activities of daily living;
- Academic activities;
- Free time and leisure;
- Transportation;
- Social and human relations;
- Health;
- Education;
- Commercial activities;
- Food;
- Weather, etc.

Intercultural

- Behavioral and social interaction;
- Accepted behavior in social groups (national and subnational);
- Religious and moral beliefs;
- Behavioral conventions.
- Stereotypes and national identity: Notions of national identities in Spain and Basque country;
- History: periods and construction of nation and its identities;
- Geography: meaningful geographical factors about the country;
- Social Identity and social groups;
- Social and political Institutions: institutions such as health assistance, local governments, law and order, educational systems, etc;
- Socialization: socialization institutions such as family, work or school, social or religious ceremonies, etc.

Evaluation and Grading Criteria

Description of Evaluation:

Diagnostic evaluation: This evaluation has two parts, one oral and other written, and includes the development of the student’s language skills and how this is shown in formal and informal contexts;

Formative evaluation: During the semester there will be different instances of support and self-evaluation which will enable assessment of the concretion of initial objectives;

Last evaluation: The evaluation criteria will be directly linked to the stated outcomes.

Evaluation also includes the student’s:

1. Positive attitude, and participation in class activities;
2. Initiative in the use of Spanish, use and acquisition of new vocabulary and use of Spanish in and out of the class room.

During the program students will have to show knowledge and skills acquired, through the following assignments:

Description of Assignments:

Written Exam

Written exam on grammar, listening and reading comprehension, written production; short answer and open-ended questions; use of vocabulary to write about Basque culture and Spanish way of life.

Oral Exam

Ten minute oral exam with your teacher and the academic director, assessing fluency, use of grammar and vocabulary, corresponding to the content of the course;

Oral Presentation

The oral presentation will be assessed: use of vocabulary and grammar corresponding to language level, capacity to speak without reading notes;

Homework and Participation

Students will be evaluated on homework assignments, overall oral participation and motivation

Assessment:

Written exam	40%
Oral exam	30%
Oral presentation	10%
Homework	10%
Participation	10%

Grading Scale:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C

70-73%	C-
67-69%	D+
64-66%	D
below 64%	F

Grading Criteria:

All grades assigned will take into account the students' special circumstances and challenges they face as foreign students. An "A" grade for an assignment entails superior (not just "very good") performance in terms of not only technical correctness, but also in structure and organization of assignments, analysis, logic of writing, and consistency.

In terms of Class Participation, an "A" grade refers to full attendance, punctuality, attentive listening, and active engagement in all lectures, discussions, field trips, and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the student's participation will be monitored and taken into account.

Expectations and Policies

- Show up prepared. Be on time. Have your Reading completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done according to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the professor.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (those of classmates, lecturers, local constituents engaged with on the visits, etc.). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please refer to the SIT Study Abroad Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

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