

Intermediate Spanish SPAN-2003 (3 credits)

Spain: Social Movements, Democracy, and Cultural Identity

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

This course aims to develop students' skills in the areas of listening, speaking, reading and writing. While all four components will be weighted equally, emphasis is placed primarily on oral comprehension and conversational skills (i.e., listening and speaking). Proficiency in the use of grammatical structures is also highly emphasized to hone the student's communication and comprehension skills. Developing conversation and comprehension skills also enhances students' interactive immersion and promotes their speaking proficiency. Reading and writing skills are reinforced through the inclusion of formal composition and readings of newspaper stories and policy and legal texts. The course is also designed to help students grasp cultural practices in the Spanish and European world. Cultural context is built into the course and introduced through audiovisual materials and experiential activities. Intermediate Spanish provides students a more in-depth background in daily life issues, enabling them to master critical language skills necessary for performing everyday activities. Students participate in field exercises and other activities to gain confidence in interacting with Spaniards and immersing in society. Students are responsible for finding new vocabulary words and expressions matching the assigned field exercises by using dictionaries, using additional texts including newspapers and magazines, and conducting interviews.

Language Levels and Placement

The course is built on the knowledge students already have. Students are placed into appropriate language course levels based on oral proficiency interviews and written exams (placement tests) conducted during orientation in Spain.

Learning Outcomes

Upon completion of the course, students will be able to:

- Talk about Basque identity using the appropriate vocabulary; determine when to use *ser* or *estar* in text;
- Use reflexive verbs in conversation;
- Explain when to use the preterit or the imperfect in a passage;
- Broaden vocabulary by reading newspaper and policy reports;

- Use vocabulary related to family and friendships appropriately in conversation; use double object pronouns in conversation with more ease;
- Dialogue about Basque food, costume, and dance using the necessary vocabulary;
- Mention typical Spanish foods; discuss cooking using the appropriate vocabulary; identify ingredients used in Basque cuisine;
- Answer questions related to readings;
- Explain problems related to pro-independence movements in Spanish using the appropriate vocabulary;
- Talk about future plans;
- Mention characteristics of the Basque culture; discuss the importance of Basque language in the construction of Basque identity.

Language of Instruction

This course is conducted entirely in Spanish.

Instructional 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 Texts

Castro, F. (2000). *Uso de la gramática española. Nivel Intermedio*. Madrid, Edelsa.
 Rodríguez Rodríguez, M. (2003). *Escucha y aprende: Ejercicios de comprensión auditiva*. SGEL; Madrid.

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.

Online Legal Resources:

<http://www.wordreference.com/esen/>
<http://www.spanishdict.com/translate/legal>

Recommended Readings:

Spanish Legal Conversation. Phrases and Key Words for Basic Communication in the Legal Industry. (2009).
 Schmitt, C.J. and Woodford, P.E. (1992). *Derecho y criminología: Lecturas y vocabulario en español*. New York, St. Louis, San Francisco: McGraw-Hill, Inc.
 Gili y Gaya, S. (1998). *Curso Superior de Sintaxis Española* (15 ed.). Barcelona: Bibliografía Alarcos Llorach, E. (1994). *Gramática de la lengua española*. Madrid: Espasa Calpe.

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

Margarita, P. B. (1988). *Ser, estar y verbos de cambio*. Madrid: Arcolibros S.A.

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

Arnal, C., and Ruiz de Garibay, A. (1996). *Escribe en Español*. SGEL: Madrid.

Gilman, A.G., and Benito-Vessels, C. (1997). *Horizontes: Cultura y Literatura*. Heinle & Heinle: Boston.

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

García, C. M., Moreno, V., & de Navarrete, P. Z. S. (2002). *Advance: curso de español: nivel básico-intermedio*. Sociedad General Española de Librería.

Lengua Española: www.rae.es

Assignments and Evaluation

Assignment Descriptions 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:

1) Written exam (40%)

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

2) Oral exam (30%)

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.

3) Oral presentation (10%)

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

4) Homework and Participation (20%)

This includes timely completion of assignments, as well as active involvement in lectures, readings, discussions and excursions using the following criteria:

- Attendance - promptness to class and positive presence in class.
- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.]

Assessment

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

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

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

Program Expectations

- Show up prepared. Be on time, have your readings 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 accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Accessibility Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

Course Content

**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*

Communicative

Pragmatic

- Assertive speaking (affirm, announce, assent, etc.);
- Compromise speaking (express will, intention, etc.);
- Expressive speaking (express admiration, surprise, etc.);
- Fact speaking (greet and say goodbye, introduce someone, invite, etc.);
- Directive speaking (give and receive instructions, give and receive consent, etc.).

Grammatical

- Review of Spanish grammar;
- Complex sentences;
- Basic conjunctions and relative pronouns;
- Syntactic order;
- Grammatical morphemes;
- Verboides: infinitivo / gerundio / participio;
- Simple future;
- Pronunciation;
- Orthography;
- Comprehensive speaking in present, past and future;
- Use of basic structures of present subjunctive and imperative;
- Use of whole sentences and short paragraphs with medium fluidity;
- Simple narration, description and argumentation.

Lexis - semantic

- Personal identification;
- Services (especially public administration)
- Activities of daily living;
- Express opinions;
- Free time and leisure;
- Social and cultural history of the Basque country;
- Social and human relations;
- Pioneers of the Basque nationalist movement;
- Commercial activities;
- Food;
- Spanish press;
- Weather, etc.;
- National and religious celebrations;
- Proverbs.

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: different social groups with a diverse social base, different national identities, such as class, regional identities or ethnic minorities;
- Social and political Institutions: institutions that work and give a frame to life in the country such as health assistance, local governments, law and order, educational systems, etc.;
- Socialization: socialization institutions such as families, work or school, social or religious ceremonies, etc.