

Beginning Spanish II

SPAN-1503 (3 credits)

Spain: Choose Your Track—Climate, Psychology, Economics OR Cinema

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 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

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

- 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.

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:

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

Required Texts

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

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%)

Each student is expected to present once during the term for 10 minutes and lead the discussion after their presentation. The presentation and discussion will be based on the reading for the week, but students are expected to also incorporate their own ideas. Presentations and discussions will commence in the second week of the course. Further details for this assignment will be covered in class.

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: use of vocabulary and grammar corresponding to language level, capacity to speak without reading notes.

4) Homework and Participation (10%)

This includes timely completion of homework assignments, 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 (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.