

<b>Course</b>	Intermediate Spanish
<b>Programa</b>	Study Abroad
<b>Credits ECTS</b>	3 USA
<b>Hours of class</b>	45
<b>Office hours</b>	By appointment
<b>Requirements</b>	Elemental Spanish (A2)
<b>Language of Instruction</b>	Spanish
<b>Type of teaching</b>	Presencial

## PRESENTATION

This course is designed for students to reach an intermediate linguistic competence (B1-B2) in Spanish through the development of the four basic skills: oral expression, written expression, oral comprehension and written comprehension. In order to achieve the proposed objectives, in addition to the relevant explanations, different types of practical activities will be carried out in the classroom, as well as autonomous tasks by the students to keep their language skills active, using the task based learning (TBLT) method. In this course, students learn to use a language based on real situations, facilitating real understanding of the language. In addition, this course provides students with a tool to get by in the real world of the Spanish language.

## COMPETENCIES

### General Competencies (GC):

GC1: Successfully perform tasks at the intermediate-intermediate or B1-B2 level of competence.

GC2: Identify and explain the products and practices of Spanish culture, as well as analyze and reflect on the values and perspectives it may represent.

### Specific competences (SC):

SC1: Communicate, interact with peers and instructor, interpret written and spoken Spanish, present orally or in writing at the intermediate-intermediate or B1-B2 level of proficiency with a focus on interpersonal communication, interpretive and discourse communication.

SC2: Interact with cultural competence and understanding where students use language to investigate, explain, and reflect on the relationship between the products and perspectives of the Spanish cultures studied.

SC3: Use language both inside and outside the classroom to interact and collaborate in their community in Alcalá de Henares and the globalized world.

## TEACHING-LEARNING METHODOLOGY

The Intermediate Spanish course is fundamentally practical, although it will have theoretical contents that the student will have to apply at all times through the different conversation and discussion activities in class, as well as in the work that he/she will prepare independently during the course. Therefore, the different activities and exams will not evaluate the theory, but the correct application of it, always looking for an appropriate use of the Spanish language at an intermediate level.

Throughout the course, different activities will be carried out in pairs or small groups, always depending on the number of students, which will encourage collaboration and cooperation among students.

In both group and individual activities, students will always be encouraged to participate using the Spanish language, receiving positive reinforcement from the teacher, but without being penalized for possible errors that spontaneous speech may entail.

In summary, the methodology aims to get students to use Spanish as a vehicular language in a way that allows communication at an intermediate level, improving throughout the course the grammatical correctness and vocabulary used in a way that is as practical and unconscious as possible.

## PREPARACIÓN PARA CLASE

Para que el curso pueda funcionar lo más adecuadamente posible, el alumno debe llegar preparado a clase cada día, habiendo trabajado sobre las actividades propuestas por el profesor y habiendo repasado los contenidos más teóricos, asegurando así una asimilación de los mismos.

## EVALUATION SYSTEM

The course will take into account the student's continuous work throughout the course. Consequently, the global evaluation will be based on the students' participation in the theoretical and practical sessions; the completion of exercises, papers and written tests, projects and presentations; the preparation and participation in the course activities. The percentage assigned to each of the course sections will be as follows:

### • Participation

It must be active, i.e., the student should not only ask his doubts but also make comments and actively participate in the exercises proposed in class both in group and individually. In addition, the student must perform at home those activities in the section More exercises assigned by the teacher, which appear at the end of the textbook.

The student is expected to demonstrate maturity and responsibility in the classroom, so gestures, passive attitude such as, for example, sleeping in class, and having inappropriate behavior in the classroom may have a negative impact on the grade of this section.

The total percentage of this section is 10%.

### • Assignments

Each unit will end with the completion of a final task, in which students will have to put into practice all the contents worked on in that unit. These tasks are:

- Writing a letter about a problem and proposing a solution.
- Write messages appropriate to the addressee and the channel.
- Tell real or invented anecdotes.
- Writing a couple's discussion for the script of a short film.
- Describe the characteristics of a new object that solves an everyday problem.

The total percentage of this section is 10%.

### • Reading.

The student will perform the required reading of the book *Los fantasmas del palacio de Linares*. The teacher will give the students reading comprehension activities, which the students will have to perform and hand in during the course.

The total percentage of this section is 10%.

### • Exams.

The purpose of the exams is not to assess the grammar or vocabulary of the textbook units or to evaluate how well you can do tasks in Spanish. Rather, the purpose of the exams is to assess whether you can communicate in Spanish at the level of proficiency expected in this course. It is an opportunity for you to demonstrate that you can actually read, listen, speak and write in Spanish at an intermediate level. The exams taken in class consist of two related parts. In the first, the student will interpret oral or written texts in Spanish and, in the second, the student will interact with a partner or express a message in oral or written form.

For some exams, you will have to record a spontaneous message (i.e., without a script) or record a spontaneous conversation with a partner. Your instructor will tell you what tools you will need to do this.

If the instructor detects cheating or plagiarism on the exam, the student will receive a grade of zero and will not be eligible for any type of remediation.

The total percentage of this section is 40% (20%+20%).

### • Final paper

Each student will have to write an essay in which he/she will reflect on his/her experiences during his/her stay in Spain in order to give recommendations to future American students in Spain about schedules to follow, food and drinks to take, trips to make, cities to visit, monuments to see, ....

The essay will consist of five written texts and will be in digital format. The student will have to create a web page with several headings or sections. At the beginning of the course, the teacher will explain the characteristics of this work and will deliver a document with the same and an evaluation rubric for this work.

Before publishing the texts on the Internet, they will be sent to the teacher by e-mail in a WORD file with the following characteristics:

- Font: Times New Roman.
- Font size: 12 points.
- Spacing: 1.5.
- Length: 1-2 pages per text.

The deadline for submitting the final paper will be June 23 (Thursday). The deadline for completion of the final paper (complete web page) will be June 28th (Tuesday).

Note: Each day of delay without justification will result in a 5 point reduction in the final grade.

The total percentage of this section is 20%.

#### • Oral presentation.

Each student should make an oral presentation about a visit to a Spanish city during his/her stay in Spain. This work should include the following aspects: the planning and organization of the trip (how he/she looked for information about the city, how he/she bought the tickets, booked the hotel, etc. ) (unit 7); the means of transportation used to get to the city (how you traveled); the date and duration of the visit (when you made the trip; how many days the visit lasted); with whom you traveled; what places you visited, ... You should also evaluate aspects of the city such as cleanliness, pollution, traffic, buildings, bars and restaurants, people, ... (unit 10); talk about the problems the city has, express wishes about them and propose solutions to solve them (unit 6). They will also have to express emotions, feelings and interests about their visit (unit 9); tell some anecdote about the trip (unit 8), etc.

The student should take into account the following recommendations for the oral presentation:

#### **Specific language**

The student must present his/her work using the contents studied during the course, such as communicative functions (expressing desires, valuing, proposing solutions, telling anecdotes, ...), lexis or grammar.

The student should show control over the content of his presentation and the attention of the class. For this, eye contact, intonation and body language are important. To maintain the attention of the class, it would be interesting for the student to use techniques to involve the class in his presentation, through comprehension exercises or questions related to his presentation.

#### **Audiovisual Media**

It is very important that the student uses audiovisual media to make his/her oral presentation. The use of PowerPoint or similar programs is recommended. It is also very important not to read directly

the information to be presented. Supporting notes can be used, but never a direct reading of the presentation.

The total percentage of this section is 10%.

### **Plagiarism:**

Research papers should state students' own ideas. The work of other writers or experts used to support students' ideas must be properly cited. Inappropriate use of someone else's text or work is considered plagiarism. Plagiarism is a violation of academic standards and may result in failure of the paper or even the subject for which the paper was written. In extreme cases it may result in expulsion from the program. Guidelines for writing the paper properly should be provided by the professor.

## **GRADING SCALE**

The class grade scale will be as follows:

PARTICIPATION	10 %
ASSIGNMENTS	10 %
READINGS	10 %
MIDTERM EXAM	20 %
FINAL EXAM	20 %
FINAL PAPER	20 %
ORAL PRESENTATION	10 %

## **ATTENDANCE**

Class attendance is MANDATORY. If the student is absent more than the allowed limit (1 absence) in the summer program, his/her final grade will be reduced by 10 points for each absence that has not been excused by a doctor's note or by his/her Program Director. It will be the student's responsibility to individually prepare the material taught in class on the days he/she is absent.

## STUDENTS WITH SPECIAL NEEDS

Students with special needs can contact Antonio Fernández: antonio.fernandezm@uah.es. Instituto Franklin-UAH has the necessary measures in place to help those students who can prove, by means of a medical certificate, that they have special needs.

## USE OF TECHNOLOGY IN THE CLASSROOM

Technology in the classroom is essential today. However, if used inappropriately, it can be detrimental to student learning. For example, checking email, chatting with other users, surfing the web for purposes other than class content, etc... Misuse of these tools can also distract other classmates, so only taking notes on the computer is allowed. For any other use, permission must be requested from the teacher.

## CLASS SCHEDULE

STUDY MATERIAL	ASSIGNMENTS
Introduction to the course <b>Unidad 6: ¡Basta ya!</b> Getting started (pp.80-81) Understanding (pp.82-83)	Tasks ME: 1-3 (pp. 214-215)
Exploring and reflecting (pp.84-87) Practicing and communicating (pp.90-91)	Tasks ME: 5-10 (pp. 216-217) Tasks ME: 13,15 y 16 (p. 218)  Tasks ME: 18 (p. 219)
Practice and communication (p.92) <b>Unidad 7: Mensajes</b> Getting started (pp.94-95) Understanding (pp.96-97)	Tasks ME: 21-23 (p. 220)  <b>Final Task Unit 6: Write a letter about a problem and propose a solution (Activity 11 p. 92)</b>  Tasks ME: 2-4 (p. 222)
Exploring and reflecting (pp.98-101) Practicing and communicating (pp.104-105)	Tasks ME: 5-7 (p. 223) Tasks ME: 8-9 (p. 224)  Tasks ME: 10-12 (pp. 224-225) Tasks ME: 15-16 (pp. 226-227)
Practice and communication (p.106) <b>Unidad 8: El turista accidental</b> Getting started (pp.108-109) Understanding (pp.110-111)	Tasks ME: 17-18 (p. 227)  <b>Final Task Unit 7: Writing messages appropriate to the target audience and the channel</b>

	<p><b>(Activity 12 p. 106)</b></p> <p>Tasks ME: 1 (p. 228) Tasks ME: 3 (p. 228)</p>
<p>Exploring and reflecting (pp.112-115)</p> <p>Practicing and communicating (pp.118-119)</p>	<p>Study/review for the partial exam</p>
<p>Midterm Exam</p>	<p>Activities ME: 5-7 (p. 229) ME Activities: 8-14 (pp. 230-232)</p> <p>Reading comprehension: The ghosts of the palace of Linares (chaps. I-VI)</p>
<p>Practicing and communicating (p.120) <b>Unidad 9: Tenemos que hablar</b> Getting started (pp.122-123) Understanding (pp.124-125)</p>	<p><b>Unit 8 Final Task: Telling real or made-up anecdotes (Activity 12 p. 120)</b></p> <p>ME Activities: 2 (p. 235)</p>
<p>Exploring and reflecting (pp.126-129)</p> <p>Practicing and communicating (pp.132-133)</p>	<p>Activities EM: 4-12 (pp. 236-238)</p> <p>ME Activities: 15-16 (pp. 239-240) ME Activities: 18;20 (pp. 240-241)</p>
<p>Practicar y comunicar (p.134) <b>Unidad 10: De diseño</b> Getting started (pp.136-137) Understanding (pp.138-139)</p>	<p>ME Activities: 23 (p. 241)</p> <p><b>Final task Unit 9: Writing a couple's discussion for a short film script (Activity 9 p. 134)</b></p> <p>ME Activities: 1-2 (p. 242)</p>
<p>Exploring and reflecting (pp.140-143)</p> <p>Practicing and communicating (pp.146-147)</p>	<p>Activities ME: 4-6 (pp. 243-244) ME Activities: 7-9 (pp. 245-246) ME Activities: 11 (p. 246)</p>
<p>Practicing and communicating (p.148) Presentation of final work</p>	<p><b>Final task Unit 10: Describe the characteristics of a new object that solves a problem in everyday life. (Activity 12 p. 148)</b></p> <p>Hand in written texts of the final assignment</p>

<p>Oral presentations Final exam review</p>	<p>Web page creation and design  Study/review for the mid-term exam</p>
<p>Final Exam</p>	<p>Reading comprehension: The ghosts of the palace of Linares (chaps. VII-XII)  Delivery of the final work (complete web page)</p>

**NOTE:** this program may be subject to modifications, which will be immediately communicated to the students, for various reasons, such as, for example, the development of the course or the level of Spanish of the students. The teacher will make the appropriate adaptations for the correct functioning of the course.

## BIBLIOGRAPHY .

Classroom textbook:

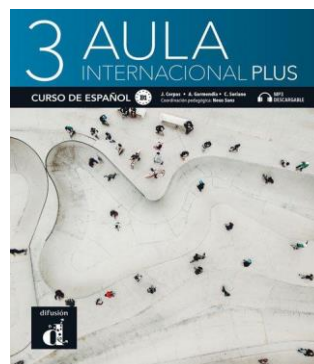
*Aula Internacional Plus 3*

Jaime Corpas

Agustin Garmendia

Carmen Soriano

Editorial: Difusión



Mandatory Reading book:

*Los fantasmas del palacio de Linares*

(Lecturas en español de ENIGMA Y MISTERIO)

Manuel Rebollar Barro

Editorial: Edinumen



## WE SPEAK ONLY IN SPANISH

In the class we will only speak in Spanish. The use of English in the class would prevent the total immersion of the student in the Spanish learning process. In addition, it is important to emphasize that in order to understand and enjoy the class we ask you to make an additional effort to adapt terminology with the sole purpose of familiarizing yourself with the characteristic languages of the subject. For a better understanding of the class we recommend an elementary-medium level of Spanish.