

## *Advanced Conversational Spanish: Daily & Practical Uses*

### **SECTION I: Course Overview**

**UNH Course Code:** SPN303

**Subject Areas:** Spanish Language & Literature

**Prerequisites:** Intermediate Spanish II

**Language of Instruction:** Spanish

**Contact Hours:** 45

**Recommended Credits:** 3

#### **COURSE DESCRIPTION**

The course has been created for students who have at least an intermediate level of Spanish and who, consequently, have an understanding of the basics of Spanish grammar and lexis, but who now wish to turn their focus on consolidating your understanding and expanding your ability to communicate through real practice. The main aim is to develop your oral communicative proficiency. To achieve the course goals, you will participate in active conversation inside and outside the class. Since successful communication always depends on the cultural context, a key part of the course will be discussing topics related to the social and cultural context in which the course is taught (i.e., Spain and Barcelona).

A secondary aim, but no less important, is to examine stereotypes about Spain and to learn about Spanish customs as they exist today, in the 21<sup>st</sup> century. You will discover the diversity and complexity of the country, its people and its culture and become aware of how current Spanish culture may not coincide with your notions prior to arrival.

Activities include: in-class discussions, debates, surveys, interviews, presentations, and job interviews. You will learn how to express personal preferences and speak by phone. Given the importance of using language in context, you will therefore experience the Spanish language and culture through real practice: for example, you will learn to talk about food by participating in a cooking course taught by local chefs. A key component of the course will be activities designed to promote direct contact with the host culture, via surveys, interviews, and language exchanges with Spanish students. This is an active course and to take full advantage of it, you must be motivated to learn and ready to participate. Only in this way will you make real and observable improvements in your oral competency.

#### **LEARNING OBJECTIVES**

##### Cognitive / Knowledge Skills

- properly use complex structures of Spanish grammar in contextualized exercises with consistency
- acquire new vocabulary through practice in different types of discourse, including narration, description, critical commentary, debate, and dramatic dialogue
- use idiomatic expressions in appropriate contexts
- develop an understanding of specific characteristics of Spanish culture and society

### Analytical / Critical Thinking Skills

- analyze the structure of the Spanish language in order to avoid most interference errors
- defend a point of view, refute an argument and reach an agreement in Spanish
- be able to participate in discussions on abstract topics appropriate to the course content
- develop and use critical thinking tools for understanding your new social and cultural surroundings and apply your knowledge to make your communication more effective

### Language Skills (Oral & Written)

- demonstrate a consolidated ability to talk about a wide variety of topics ranging from personal experiences and everyday life to social, professional and institutional subjects
- consolidate listening comprehension of complex oral texts
- enhance the pronunciation in Spanish
- express and understand complex ideas and opinions accurately and confidently
- be able to discuss written texts on abstract topics
- be able to interact with the host-community with a marked degree of fluency

### Affective & Behavioral / Attitudinal Skills

- demonstrate a heightened appreciation and curiosity for the Spanish culture
- use culturally appropriate communication strategies
- engage with the host population on a variety of subjects
- estimate the progress of your learning process

## **SECTION II: Instructor & Course Details**

### **INSTRUCTOR DETAILS**

**NAME:**

**CONTACT INFORMATION:**

**TERM:**

### **INSTRUCTIONAL FORMAT**

This course will meet four days a week for 2.5 hours, for a total of 16 sessions. This is not a lecture class, and therefore students are expected to spend class time engaged in practical exercises and in individual and group work. This course has been designed around 6 situational contexts, *entornos*, which will prepare you to cope with both basic and specific needs such as expressing personal preferences, passing a job interview or doing public oral presentations. Dialogues, interviews, surveys, speeches, phone conversations and debates will shape the structure of this course session by session. Your participation will include various activities such as debate, field studies, oral presentations, role plays and reports on previous activities. The class will also include preparatory work and you are expected to commit at least 6 hours a week to self study and homework. The methodology is primarily communicative given that you must bring to class your knowledge and personal experience along with your language skills. Most of the time will be spent on creating, rehearsing, and presenting simulations of situations in everyday life based on assigned vocabulary and readings. Activities will also include improvisations and focus on small group and pair work as well as individual presentations. This course will also expose you to interaction with the local community to learn about local culture, customs and social conventions. To this end, there will be several field studies, including a lesson on cooking typical Spanish dishes in a restaurant, onsite interviews to Spanish students which will be videotaped to prepare a TV report and language exchanges with Spanish students. Participation and interaction are crucial in the dynamics of this course not only for practice, but also for linguistic reflection.

**Field Studies:** The course will include the following field studies

- Field study 1: Tapas Cooking lesson
- Field study 2: Language exchange
- Field study 3: TV report

**AICAP:**

The following cultural activity is mandatory:

- Tapas Cooking Workshop: Spanish Sessions

**SPECIAL ACCOMMODATIONS**

If you require any special accommodations or have any special learning needs, please inform the instructor and submit a request using CEA’s ***Special Accommodations Form*** to the onsite CEA academic staff by the end of the first week of classes for full consideration. See Section III.B.CEA Policies below for additional details.

**FORMS OF ASSESSMENT**

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. Any questions about the requirements should be discussed directly with your faculty well in advance of the due date for each assignment.

Class Participation	10%
Oral test 1: News reporting	10%
Oral test 2: Speech & Interview	10%
Oral test 3: Role playing	10%
Oral test 4: Debate	10%
Field study 1 Cooking lesson	10%
Field study 2 Language exchange	10%
Field study 3 TV report	10%
Final Oral Exam	20%

**ASSESSMENT OVERVIEW:**

**Homework:** Students will be assigned homework related to the lesson objectives every day. Some of these tasks are conceived as *pre-activities*, that is, warm up activities that will prepare you to cope with the activities developed in class. Homework assignments will include textbook activities, worksheets, reading selections and exercises on new vocabulary and related grammar. Homework must be prepared BEFORE class. Keeping up with your homework is crucial to ensure a satisfactory progress in the language learning process.

**Oral tests:** You will work to develop 6 oral activities related to the different communicative environments covered in this course. Specifically, these activities will include the following activities: news reporting, survey reporting, speech and interview, role playing, debate, and a photo presentation. The integration of new vocabulary, pertinent grammatical structures and standard language will be required, likewise adaptation to the situational context described in the activity. In addition, these activities will provide you with regular opportunities to develop your speaking skills in a variety of settings, types of discourse, topics, and registers (e.g., everyday life and social, professional, and institutional environments).

**Field Studies:** You will participate in different field studies where you will interact with Spanish speakers and get to know real local traditions. It will be a unique opportunity for you to test your knowledge in real situations and get in touch with the Spanish society. The learning objective of these activities is to interact with your surroundings as well as to understand different intercultural behaviors in practical real life situations such as interviewing people, making a video news report or learning about Spanish food by actually attending a cooking class. After each field study, you will be asked to write a report about your personal experience in the field study and orally present it to the class based on the guidelines provided by the instructor. The following components of the field studies will be assessed: active participation during the field study (3%), content of written report (3%), and oral presentation (4%).

**Final Oral Exam:** You will work individually to develop a final presentation about a subject related to any of the different communicative environments covered in this course: social, professional or institutional environments. This activity gives you an opportunity to practice your oral skills and to demonstrate the level of spoken Spanish you have achieved at the end of the term. The teacher will give you a handout with a list of possible topics and the rules of the presentation. Suitable examples are holding your view on a highly controversial subject, doing a photo or video presentation based on topics related to the Spanish society and culture. The criteria for assessing your performance will be those mentioned above: communicative success and adequacy, fluency and pronunciation, and vocabulary and grammar.

Criteria for Assessing Oral Tests		
Communicative Success & Adequacy	A	Message is perfectly understood and fits in with the context needs
	A-	General message and most of the details can be understood and fits in with the contexts need
	B	General message, but only some of the details can be understood and partly fits in with the context needs
	C	Some idea of the general message can be understood and barely fits in with the context needs
	D-F	What the speaker is trying to say cannot be understood and does not fit in with the context needs.
Fluency & Pronunciation	A	Speech is smooth; speaker is comfortable and confident in use of the language. No mispronunciation that would interfere with comprehension by a sympathetic native speaker.
	A-	Speech is occasionally hesitant; some rephrasing. Mispronunciation causing misunderstanding occurs only rarely.
	B	Speech is hesitant (e.g. frequent rephrasing, sentences left unfinished, long pauses). Several misunderstandings arise from mispronunciation of words or errors in intonation.
	C	Speech hesitant, conversation is almost impossible. Mispronunciation and inaccurate stress make understanding difficult. Has to repeat a lot to be understood; OR not enough speech to evaluate.
	D -F	Speech limited to isolated words, or mispronunciation makes comprehension impossible.
	A	Shows control of a wide range of the vocabulary taught in class and always uses this vocabulary appropriately.
	A-	Shows control of an adequate range of the vocabulary taught in class and most often uses this vocabulary appropriately.

Vocabulary	B	Some control of new vocabulary, but relies on fixed expressions/basic vocabulary or uses vocabulary inappropriately.
	C	Shows very limited control of the vocabulary taught, making discussion of related topics extremely difficult; OR not enough speech to evaluate.
	D-F	Shows no command of the vocabulary taught, making communication impossible.
Grammar	A	Shows consistent control of the structures taught in class and communication is never impeded.
	A-	Usually controls structures taught in class.
	B	Shows partial control of structures taught in class.
	C	Speech is very difficult to understand due to lack of control of structures taught; OR not enough speech to evaluate.
	D-F	Extreme lack of control of structures taught in class.
Role Plays & Interviews	A	Exchange is well-connected and appropriate to the topic and situation. Amount of time spent conversing is appropriate for the task assigned and the topic is adequately covered.
	A-	Exchange is usually well-connected and appropriate to the topic and situation.
	B	Speech is hesitant (e.g. frequent rephrasing, sentences left unfinished, long pauses). Several misunderstandings arise from mispronunciation of words or errors in intonation.
	C	Misunderstandings frequently occur between participants because discourse is not connected; or conversation is often inappropriate to topic or situation.
	D-F	Exchange is not connected (many non-sequiturs; speaker unable to hold up his/her end of the conversation); or conversation is entirely inappropriate to topic or situation.

**Class Participation:** This grade will be calculated to reflect your participation in class discussions, your capacity to introduce ideas and thoughts dealing with the texts, your ability use language effectively, and to present your analysis in intellectual, constructive argumentation.

When determining your class participation grade, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation.

Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities (i.e., cell-phones off, laptop for notes only, not sleeping or distracted, etc.). Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)

You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–8.99)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D (6.00–6.99)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.99)

**CEA Grading Scale:** Your grades will be calculated according to CEA’s standard grading scale, which is as follows:

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range (0 – 10)	Numerical Grade High Range (0 - 10)	Percentage Range	Quality GPA Points
A+	9.70	10.00	97.0 - 100%	4.00
A	9.40	9.69	94.0 - 96.9%	4.00
A-	9.00	9.39	90.0 – 93.9%	3.70
B+	8.70	8.99	87.0 – 89.9%	3.30
B	8.40	8.69	84.0 – 86.9%	3.00
B-	8.00	8.39	80.0 – 83.9%	2.70
C+	7.70	7.99	77.0 – 79.9%	2.30
C	7.00	7.69	70.0 – 76.9%	2.00
D	6.00	6.99	60.0 – 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00
INC	Incomplete			0.00

### CEA ATTENDANCE POLICY

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day’s class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and overall course performance. CEA tolerates reasonable, but limited absences not to exceed more than five contact hours of accumulated absences in any given course due to sickness, personal emergency, inevitable transport delay and other related impediments. No documentation is required for such absences, as CEA does not distinguish between excused or unexcused absences.

- In this course, the following attendance policy applies:

*Note: The instructor reserves the right to make changes or modification to this syllabus as needed*

- A **maximum of two class sessions** of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A+ to B+) for missing three class sessions, regardless of the reason for the absence.
- If your absences exceed three class sessions, you will automatically fail this course.

Late arrivals or early departures from class, sleeping or causing disruptions in class or during class activities can result in being marked absent from class. Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week for the duration of the semester. Consequently, CEA will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain satisfactory academic progress or full-time student status.

### **WORKLOAD EXPECTATIONS**

In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time.

### **REQUIRED READINGS**

Listed below are the required course textbooks and additional readings. These are required materials for the course and you are expected to complete readings as assigned each class period. You must have constant access to these resources for reading, highlighting and note-taking. It is required that you have unrestricted access to each. Access to additional sources required for certain class sessions may be provided in paper or electronic format consistent with applicable copyright legislation. In addition, the academic office compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located in the host city and accessible to CEA students. You will be required to use these resources throughout your studies.

#### **Required texts:**

Acquaroni, Rosana, and Raquel Pinilla. (2005). *¡Bien dicho! Ejercicios de expresión oral*. (102pp.)

#### **Additional Required Readings**

You will find all required readings in Moodle.

Pease, Barbara. *¿Por qué los hombres no escuchan y las mujeres no entienden los mapas?* Barcelona: Amat, 2007, 30-39.

Sanz, Elena. *Somos lo que comemos*, from Cienciadigital.es in

<http://nutriguia.com/?id=200211270002;t=STORY;topic=art-arch>

Maidana, Susana. La dimensión ética del trabajo in <http://www.scielo.br/pdf/tce/>

Tortijos, Gloria., et. al. *España, ese tópico* in

[http://www.elpais.com/articulo/Revista/Verano/Espana/topico/elpepirdv/20080817elprdv\\_1/Tes](http://www.elpais.com/articulo/Revista/Verano/Espana/topico/elpepirdv/20080817elprdv_1/Tes)

#### **Recommended readings:**

Many of the following primary and secondary materials, articles and readings have been placed on reserve and are located in the CEA office resource center. The instructor will guide you on these readings.

Armenteros, Juan Carlos. *La España del siglo XX*, Madrid: Edelsa, 1999.

Bellón Alonso, Victor y Roncero Doña, Eugenio. *España, ayer y hoy. Apuntes de Lengua y Civilización Españolas*. Madrid: Edinumen, 1995.

Encinar, Ángeles. *Palabras, palabras. Vocabulario temático*, Madrid: Edelsa, 1991.

González Mangas, Gaspar, and et. al. *Técnicas de conversación telefónica*. Madrid: Edelsa, 1998.

Bueso, Isabel y Vázquez, Ruth. *Gramática básica del español*. Madrid: Edinumen, 1999.

Leonel Prymak, Sergio., et. al. *Vocabulario en movimiento*. Madrid: Edinumen, 2006.

López, Miguel Ángel. *Comprensión oral del español*. Madrid: Arco, 2002.  
Martín Peris, Ernesto. *Vamos a ver... Para entendernos en español*, Madrid: Edelsa, 1984.  
Mora, Carmen. *España Ayer y Hoy*, Madrid: SGEL, 2005.  
Palencia, Ramón. *A la escucha. Comprensión auditiva*. Madrid: SM, 1994.  
Poch Olivé, Dolors. *Fonética para aprender español: pronunciación*. Madrid: Edinumen, 1999.  
Real Academia Española. *Diccionario del estudiante*. Madrid: Santillana, 2005.  
Yagüe, Agustín. *Dan que hablar*. Madrid: Edinumen, 2006.

## **ONLINE REFERENCE & RESEARCH TOOLS**

Website of Club Cultura. You will find cultural information, the latest news and upcoming events related to music, cinema and literature, along with interviews and reviews:

<http://www.clubcultura.com/>

Website of Guía del Ocio. You will find information on upcoming cultural events, dates, and information about Spanish customs:

<http://www.guiadelocio.com/barcelona/>

Online dictionaries and Spanish grammar and vocabulary discussion forums:

<http://www.rae.es/> Diccionario de la Real Academia Española.

<http://wordreference.com>

Spanish online newspapers:

<http://www.elpais.com/>

<http://www.lavanguardia.es/>

<http://www.elmundo.es>

Centro virtual Cervantes: website including readings, vocabulary and grammar exercises

<http://cvc.cervantes.es/>

Websites including information about Barcelona: public libraries and workshops on Spanish gastronomy, dance and customs.

<http://www.bcn.es/biblioteques/>

<http://www.bcn.es/centrescivics/es/>

<http://www.bcn.es/>

## **ADDITIONAL RESOURCES**

### **UNH ONLINE LIBRARY**

As part of this program, you are provided with direct access to additional resources and databases available through the online library of the University of New Haven. To access the online UNH library, go to <http://www.newhaven.edu/library/Services/CEA/> .

Students at CEA Study Abroad Centers have access to the several online research databases through the University of New Haven Library for the purposes of research. Access to these online databases is granted only during the time of enrollment, requires the use of a UNH ID number, which is issued individually to all Study Abroad Center students at the start of the semester. Access to the UNH Library is available through the *MyCEA Account*.

You must comply with UNH policies with regard to library usage. Policies can be found at: <http://www.newhaven.edu/library/general/Policies/>

### **CEACLASSROOM: CEA'S MOODLE CMS**

*Note: The instructor reserves the right to make changes or modification to this syllabus as needed*



CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many course learning objectives. The ceaClassroom website is located here: <https://www.ceaClassroom.com/>

During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and additions there and nowhere else. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.

**COURSE CALENDAR**

**Course Title: Advanced Conversational Spanish: Daily & Practical Uses**

Session	Topic	Activity	Student Assignments
1	<p><b>Welcome</b></p> <ul style="list-style-type: none"> <li>- Course Objectives: <b>Syllabus</b></li> <li>- Outline of the students' expectations</li> </ul> <p align="center"><b>Unit 1: Social environment</b></p> <ul style="list-style-type: none"> <li>- Expressing likes and preferences</li> <li>- A matter of opinion: How to hold views in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Communication strategies: <i>Cuando hablo en español</i>, Textbook, p. 8</li> <li>• Resources for communication: <i>Voy a conocer este libro</i>, Textbook, p. 9</li> <li>• Making plans for this weekend: Let's explore the city. <i>Hablando de...</i> Textbook, p. 17</li> <li>• <i>Holding your view</i>, Textbook, p. 10</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What would you like to do this weekend?</i> Students make a detailed list of activities for the weekend.</li> <li>• Sharing information about spare time activities. <i>Para gustos no hay nada escrito</i>, Textbook, p. 12</li> </ul> <p><b>Pre-activity for role play.</b> Read the magazine article that you will find in Moodle, become familiar with the problems that are explained on this section and the solutions provided by the advisor. Are you a sound advisor</p>
2	<p align="center"><b>Unit 1: Social environment</b></p> <ul style="list-style-type: none"> <li>- Giving explanations</li> <li>- Making excuses</li> <li>- Giving advice</li> <li>- States of mind</li> <li>- Placing a phone order.</li> <li>- Making, changing or cancelling reservations by phone.</li> <li>- Requesting for information.</li> </ul>	<ul style="list-style-type: none"> <li>• Offering, demanding and looking for help, information and services. <i>¿En qué puedo ayudarle?</i> (Listening). Textbook, p. 18-19</li> <li>• <i>La cara es el espejo del alma</i>. Textbook, p. 16</li> <li>• Game: <i>Echarse los problemas a la espalda</i>.</li> <li>• Role play: <i>On the air: a phone-in session</i>. Imagine that you are the broadcaster of a phone-in program, listen to the problems of your listener and give them advise</li> </ul>	<p>Vocabulary and idioms. Textbook, pp. 20 -21.</p> <ul style="list-style-type: none"> <li>• <b>Pre-activity (News reporting).</b> Choose a piece of news from a Spanish newspaper in Moodle, read it and prepare a news report to present to your classmates</li> <li>• Linking words. Textbook, p. 20</li> </ul>

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Session	Topic	Activity	Student Assignments
3	<p style="text-align: center;"><b>Unit 1:</b> <i>Social environment</i></p> <p>- Talking about the news of the world</p> <p><b>Unit 1:</b> <i>Social environment</i></p> <p>-Telling anecdotes and experiences - Reacting to new information</p>	<p style="text-align: center;"><i>News reporting</i></p> <ul style="list-style-type: none"> <li>• Students present the information that they got from a piece of news and answer questions from their classmates about the content.</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook, p. 32 (reading)</li> <li>• Grammar exercises in Moodle</li> </ul>
4	<p style="text-align: center;"><b>Unit 3:</b> <i>Social environment</i></p> <p>- Speaking on the phone - Leaving a message for someone - Reported speech</p>	<ul style="list-style-type: none"> <li>• Spanish telephone</li> <li>• language: useful phrases and structures. <i>¡Vaya, está comunicando!</i> Textbook, p. 51</li> <li>• Listen to the messages on the answering machine and react <i>No quiero colgar</i> (listening), Textbook, p. 52</li> </ul> <p style="text-align: center;"><b>QUIZ 1</b></p>	<ul style="list-style-type: none"> <li>• <b>Pre-activity for Oral Test 1</b> Students collect information from the recommended links included in Moodle about the present situation of Spain B</li> </ul>

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Session	Topic	Activity	Student Assignments
5	<p align="center"><b>Unit 3:</b> <i>Social environment</i></p>	<p align="center"><b>Field Study I</b> <b>*Date to be confirmed</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• a political speech: communication strategies to speak in public. <i>Gracias por todo</i> Pág 48</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-activity for Oral Test 1 (Speech &amp; Interview).</b> Write the final draft of your speech on the worries, projects and hopes of young people. Prepare questions that you would like to ask a Spanish young person Textbook, p. 49</li> </ul>
6	<p align="center"><b>Unit 3:</b> <i>Social environment</i></p> <p>- Speaking in public - Interviewing people</p>	<p align="center"><b>Oral test 1</b> <i>Speech &amp; Interview</i></p> <ul style="list-style-type: none"> <li>• Students deliver their speech on the worries, projects and hopes of young people.</li> <li>• Students interview a guest who represents Spanish young people</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-activity for Interview</b> Write a questionnaire for the language exchange</li> </ul>
7	<p align="center"><b>Unit 3:</b> <i>Social environment</i></p> <p>- Sharing personal information - Talking about plans, likes and dislikes</p>	<p align="center"><b>Field Study II</b> <b>Language Exchange</b></p> <p>Students participate in a language exchange and interview their Spanish linguistic partner based on the interview they have previously prepared</p> <p align="center"><b>*date to be confirmed</b></p>	<ul style="list-style-type: none"> <li>• <b>Field Study post-activity.</b> Write a report on the Field Study 2: describe the profile of your linguistic partner, explain any information you exchanged, the topics you talked about, and how your experience was</li> </ul>

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Session	Topic	Activity	Student Assignments
8	<p><b>Unit 3:</b> <i>Everyday life</i></p> <ul style="list-style-type: none"> <li>- Making and appointment with your doctor</li> <li>- Explaining your symptoms</li> <li>- Asking for some advice</li> </ul>	<ul style="list-style-type: none"> <li>• Role play: <i>Querría pedir una cita con la doctora González.</i> Textbook, p. 34.</li> <li>• Listening: <i>¿Seguro que te encuentras bien?</i> Textbook, p. 38</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Pease, Barbara. <i>¿Por qué los hombres no escuchan y las mujeres no entienden los mapas?</i> Barcelona: Amat, 2007. In Moodle</li> </ul>
9	<p><b>Unit 3:</b> <i>Social environment</i></p> <ul style="list-style-type: none"> <li>- Strategies to argue :</li> <li>Giving the floor to somebody, refuting an argument, reaching an agreement.</li> </ul>	<p><b>QUIZ 2</b></p> <p>Sharing personal information Talking likes and dislikes ¿Tienes manías?</p>	<ul style="list-style-type: none"> <li>• <b>Pre-activity for Oral Test 2</b> Prepare a role play based on a film scene (<i>Mujeres al borde de un ataque de nervios</i>, Pedro Almodóvar, 1988). Instructions and film scene in Moodle.</li> <li>• Vocabulary exercises. Textbook, p. 54</li> </ul>
10	<p><b>Unit 3:</b> <i>Social environment</i></p> <ul style="list-style-type: none"> <li>- Strategies to argue:</li> <li>Intonation, pitch, rhythm, cadence and stress in colloquial Spanish</li> </ul>	<p><b>Oral Test 2</b> <i>Role Play</i></p> <p>Role play: <i>Va de cine.</i> Textbook, p. 45</p>	<ul style="list-style-type: none"> <li>• <b>Pre-activity</b> Prepare a Job interview.</li> <li>• Textbook, p. 56</li> </ul>
11	<p><b>Unit 4:</b> <i>Professional environment</i></p> <p>Preparing a job interview Talking about professional experience</p>	<p>Role play: A job interview. <i>Trabajé de camarero el verano pasado,</i> Textbook, p. 62.</p>	<ul style="list-style-type: none"> <li>• Students write a letter reporting a robbery to the police using the expressions that they learned. Pág 45</li> </ul>

Note: The instructor reserves the right to make changes or modification to this syllabus as needed

**COURSE CALENDAR**

**Course Title: Advanced Conversational Spanish: Daily & Practical Uses**

<b>Session</b>	<b>Topic</b>	<b>Activity</b>	<b>Student Assignments</b>
12	<p align="center"><b>Unit 5:</b> <b><i>Institutional environment</i></b></p> <p>- Reporting a theft - Guideline to make a physical description</p>	<ul style="list-style-type: none"> <li>• La coartada</li> <li>• Physical description.</li> </ul> <p>Textbook, p. 73-74 Game: <i>El retrato robot. Report a theft.</i> Describe an event in the eye-witness form of narration.</p>	<ul style="list-style-type: none"> <li>• Read the articles on moodle To prepare the debate on the benefits and problems of internet</li> </ul>
13	<p align="center"><b>Unit 6:</b> <b><i>Institutional environment</i></b></p> <p>- Strategies to argue II: Expression for holding views, refuting an argument, reaching an agreement</p>	<ul style="list-style-type: none"> <li>• Debate on the internet as a instrument <i>¿Está internet cambiando nuestra forma de vida?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Students surf the web to do a survey on the present attitude of American and Spanish societies towards: la legalización de las drogas y el matrimonio entre personas del mismo sexo.</li> </ul>
14	<p align="center"><b>Unit 6:</b> <b><i>Institutional environment</i></b></p> <p>- Strategies to argue II : Expression for holding views, refuting an argument, reaching an agreement</p>	<p align="center"><b>Oral Test 3</b> <b><i>Debate</i></b></p> <p>Debate on the Spanish and American attitude towards social changes</p>	<p><b>Field Study (3)</b> <b>Video-making: A TV Report</b></p> <ul style="list-style-type: none"> <li>• In groups, think of several topics related to work and life in Barcelona</li> <li>• Plan a TV report</li> <li>• Interview Spanish people and video-tape the interviews Finalize the TV repor</li> </ul>

**COURSE CALENDAR**

**Course Title: Advanced Conversational Spanish: Daily & Practical Uses**

Session	Topic	Activity	Student Assignments
<b>15</b>	<b>Unit 6: <i>Everyday life</i></b>	<p style="text-align: center;"><b><i>FIELD STUDY II</i></b> <b><i>A TV REPORT</i></b></p> <ul style="list-style-type: none"> <li>• Students report their findings from a survey conducted about old and new habits of people in Barcelona and share thoughts with their classmates</li> </ul> <p style="text-align: center;"><b>PRACTICE</b></p>	<ul style="list-style-type: none"> <li>• Textbook, p. 32 (reading)</li> <li>• Grammar exercises in Moodle (<i>pretérito indefinido &amp; imperfecto</i>)</li> </ul>
<b>16</b>	<b>FINAL EXAM</b>		

## SECTION III: CEA ACADEMIC POLICIES

CEA is committed to providing excellent educational opportunities to all students. The policies outlined in this section outline general expectations for CEA students. Please carefully review the relevant course policies outlined below to ensure your success in this course and during your time abroad.

Furthermore, as a participant in the CEA program, you are expected to review and understand all [CEA Student Policies](#), including the academic policies outlined on pages 19-23 of this document. CEA reserves the right to change, update, revise or amend existing policies and/or procedures at any time.

### A. CLASS/INSTRUCTOR POLICIES

**PROFESSIONALISM AND COMMUNICATIONS:** As a student, you are expected to maintain a professional, respectful and conscientious manner in the classroom with your instructors and fellow peers. Following class policies as outlined in the sections below set the general expectations for your behavior and performance in CEA classes.

You are expected to take your academic work seriously and engage actively in your classes while abroad. Advance preparation, completing your assignments, showing a focused and respectful attitude are expected of all CEA students. In addition, expressing effective interpersonal and cross-cultural communication is critical to your success. Demonstrating your effort to do the best work possible will be recognized, whereas unconstructive arguments about grades, policies, procedures, and/or trying to get out of doing required work will not be tolerated. Simply showing up for class or meeting minimum outlined criteria will not earn you an A in this class. Utilizing formal communications, properly addressing your faculty and staff, asking questions and expressing your views respectfully demonstrate your professionalism and cultural sensitivity.

**CLASSROOM BEHAVIOR:** All students must have a respectful attitude towards the professor as well as the classmates. In order to ensure a successful learning process, you are required to behave appropriately during any academic related activity. Failing to respect these rules may result in a written warning and your home university may be informed.

**ARRIVING LATE / DEPARTING EARLY FROM CLASS:** Consistently arriving late or leaving class early is disruptive and shows a lack of respect for instructor and fellow students. For persistently missing class time, the instructor deducts percentage points from the overall participation grade as indicated earlier in the syllabus. Missing a significant portion of one of your classes may constitute a full day's absence. If you arrive late due to serious and unforeseen circumstances, or if you must leave class early due to illness or emergency, you must inform the instructor immediately. The instructor will determine if the amount of class time missed constitutes an absence.

**APPEALING AN ABSENCE:** All students receive an automatic notification of each absence as soon as attendance records are entered in the system. Therefore, any disagreement with your attendance records must be addressed with the Academic department within a period of 10 days after the notification.

**SUBMITTING WORK:** All formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of your work in class. You should keep copies of your work until your academic records have been recorded at your home institution, which may take 3 – 12 months after the completion of your program. As a student, you are responsible for providing copies of your work in the event of grade appeals, credit transfer requirements, faculty requests, etc.

**LATE HOMEWORK:** Homework is due at the specified date and time stated by your instructor. Late homework may not be accepted and/or points may be deducted as a result. Typically, homework submitted several days after the deadline, with no previous discuss with your instructor will not be



accepted. It is up to your instructor's discretion to determine penalties for homework submitted after the deadline.

**EXTRA CREDIT:** Individual student requests for extra credit are not permitted. Extra credit for students' who miss classes, quizzes, exams is not available in any circumstance. Typically, extra credit will not be awarded, however, in the special event your instructor determines extra credit is available for the class, it is up to his/her discretion on how and when to award opportunities for credit. Under no circumstance will extra credit exceed more than 5% of your overall course assessment.

**SECTIONS:** Students must attend the class section they are registered in and may not switch sections for any reason. Students who turn up in a section of a class they are not registered in will not be able to stay for the lesson and will not be considered present unless they attend their assigned section that week.

**MAKE-UP CLASSES:** CEA reserves the right to schedule make-up classes in the event of an unforeseen or unavoidable schedule change. All students are expected to attend any make-up classes and the standard attendance policy will apply. Make-up classes may be scheduled outside of typical class hours, as necessary.

**MISSING EXAMINATIONS:** Examinations will not be rescheduled. Pre-arranged travel or anticipated absence does not constitute an emergency and requests for missing or rescheduling exams will not be granted.

**USE OF CELL PHONES, LAPTOPS AND OTHER ELECTRONIC DEVICES:** Always check with your faculty about acceptable usage of electronic devices in class. Devices may be used during class breaks and before/after official class times only. Students who create a disturbance or fail to pay attention in class due to electronic devices, will receive a warning and must immediately put devices away unless otherwise instructed by your professor. Inappropriate usage of your electronic devices or repeat warnings will result in a warning and may lead to a deduction in participation grades and/or class dismissal. Any students asked to leave class will be counted absent for the day.

**Cell Phones:** Use of a cell phone for phone calls, text messages, emails, or any other purposes during class is impolite, inappropriate and prohibited. Students are asked to show common courtesy to others in order to create a positive learning environment and eliminate distractions for everyone. Cell phones, tablets, watches and other electronic devices are to be turned off or silenced (do not set to vibrate) and placed in your purse, backpack, briefcase, etc. during class and any parts of the course including guest lectures, academic excursions, site visits and so on.

**Laptops:** Faculty determine whether laptops will be allowed in class. The use of a laptop may be limited to specific purposes including note taking, as allowed by special needs/academic accommodations, and/or at the discretion of the instructor. The use of a laptop is prohibited during all tests and quizzes, unless otherwise specified by your instructor. If you have any questions, check with your instructor.

**ACTIVE LEARNING - ACADEMIC EXCURSIONS, FIELD STUDIES, SITE VISITS, GUEST LECTURES, ETC:** Students will have the opportunity to participate in a variety of experiential learning activities throughout the course. These activities may take place during regular class hours, or they may be scheduled outside class hours on occasion. Students should be mindful to arrive well prepared and on time for these activities and be engaged and respectful as it is a privilege to be invited to these visits and meet with local experts. Disrespectful behavior will result in a warning and/or dismissal from the activity and may result in a grade deduction or absence for the class period.

**GRADE DISPUTES:** Any questions about grades or grade dispute you encounter in this course must immediately be discussed with the instructor and resolved onsite before the last week of class. Only end-of-term assignments graded after the end of your program are subject to CEA's formal grade appeal procedure. For more information, see *CEA Academic Policies* at [http://www.ceastudyabroad.com/docs/CEA\\_Policies.pdf](http://www.ceastudyabroad.com/docs/CEA_Policies.pdf).

## B. CEA GENERAL ACADEMIC POLICIES

**COURSE REGISTRATION:** It is your responsibility as a student to ensure that your course registration records are accurate for all enrolled courses throughout the semester. At the beginning of the semester and at the end of course registration, check your *MyCEA Account* to ensure you are properly enrolled in all of your desired courses. If a course is missing or an additional course is present, you must resolve with CEA academic staff immediately.

**ADD/DROP POLICIES:** Students may make changes to registration once onsite, as long as full-time student status is maintained (12 credit hours in the semester) and academic program requirements are maintained. All changes must be made at the start of each term during the designated Add/Drop Period, which concludes at the end of the first week of classes during a semester or on the second day of classes during summer programs. Some limitations may apply. You are responsible for notifying your home institution of any schedule changes.

**COURSE WITHDRAWAL:** Students wishing to withdraw from a course may do so until the Course Withdrawal Deadline, which is the end of the fourth week of classes in a semester or the end of the first week of classes in a summer program. Course withdrawal requests approved during this timeframe will appear as a “W” on the academic transcript. To request a withdrawal, you must complete the *Change of Course Petition Form* and submit to your local academic staff. You must also notify your instructor in writing of your intent to withdraw from the course. You must remain academically eligible as a full-time student. No tuition or course fee refunds will be granted for approved withdrawals.

**MONITORING GRADES AND ATTENDANCE:** You are responsible for monitoring your grades and attendance records throughout the course. Any questions or concerns should be discussed immediately with your instructor and/or local academic staff. Your grades and attendance records can be accessed via your *MyCEA Account* online at any time throughout the semester.

**ACADEMIC INTEGRITY:** CEA is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core value which ensures respect for the academic reputation of CEA, its students, faculty and staff. CEA expects that you will learn in an environment where you work independently in the pursuit of knowledge, conduct yourself in an honest and ethical manner and respect the intellectual work of your peers and faculty. Students, faculty and staff have a responsibility to be familiar with the definitions contained in, and adhere to, the CEA Academic Integrity Policy.

For the complete policies, please see the Academic Integrity Policy in its entirety by visiting [http://www.ceastudyabroad.com/docs/GC\\_Academic\\_Integrity\\_Policy.pdf](http://www.ceastudyabroad.com/docs/GC_Academic_Integrity_Policy.pdf).

Violations of CEA’s Academic Integrity Policy may result in serious consequences, including program dismissal. CEA also reserves the right to share information of such violations with your home institution.

**SPECIAL ACCOMMODATIONS:** CEA is supportive of students with the need for special accommodation(s) on its study abroad programs. In order to accommodate special requests, students must notify CEA in advance and provide documentation no later than one week from the start of classes. Students requesting special accommodation(s) must submit CEA’s Special Accommodation(s) Form. CEA will review requests to determine what accommodation(s) can be granted. The extent to which accommodations can be provided depends on the nature of the accommodation needed, the general situation in the host country regarding accessibility and available services and costs of services. Late requests are subject to review, and CEA may not be able to provide accommodations. Retroactive requests for accommodations will not be considered. Additional details can be found: <http://www.ceaStudyAbroad.com/docs/CEA-DisabilityPolicy.pdf>

**RELIGIOUS HOLIDAYS:** CEA is sensitive to, and supportive of, the fact that faculty, staff and students constitute a rich mixture of religious and ethnic groups. CEA recognizes that many religious holidays merit or require absence from class. To strike a reasonable balance between accommodating religious observance and meeting academic needs and standards, CEA instructors will make reasonable

accommodation when a student must miss a class, exam or other academic exercise because of a required religious observance, when the instructor/Academic Office is informed of the specific instance in need of accommodation within the first two weeks of the semester course, or by the end of the second class meeting of summer or short session. Students must submit any missed work in advance of the holiday and will be required to make up missed class time through alternate assignments to receive full credit for time out of class. Students must submit a written request for religious accommodations using **CEA's Religious Observance Request Form** in the timeline stated above for full consideration.

**ACADEMIC ELIGIBILITY:** You must remain academically eligible to participate in CEA classes. Factors determining eligibility are outlined in [CEA Student Policies](#), including: full-time status, satisfactory academic progress and complying with academic and attendance policies. Whether you plan to transfer letter grades back to your home institution or not, CEA expects that you will complete all graded assessment categories in each course in which you are enrolled. Failure to complete course requirements will result in grade penalties, and may lead to academic probation and/or program dismissal if you are unable to maintain satisfactory academic progress or full-time student status in your program.

**EARLY PROGRAM DEPARTURE:** CEA does not allow early program departures. Students departing the study abroad program prior to the end date remain subject to all course policies, including attendance. Assignments, presentations, examinations, or other work will not be rescheduled for voluntary early program departures. In the event of an emergency in which a student is unexpectedly unable to complete the program, students may submit a request for **Leave of Absence or Program Withdrawal** using the appropriate form for CEA review and approval. Contact CEA academic staff to request these forms.

**COURSE AND INSTRUCTOR EVALUATIONS:** Students will have the opportunity to evaluate both the class and the instructor at the conclusion of the course. Your constructive participation in the evaluation process is important and appreciated.

**TRANSCRIPTS:** CEA transcripts for this course will be available approximately 90 days from your program completion.

**APPEALING A GRADE:** Students who decide to appeal a course grade must do so within the **60-day period** following the end of your academic program (or, for academic year students, the end of the semester in which the course was taken). Upon receiving course grades through the *MyCEA Account*, you may initiate the appeal process by filling out and submitting to [Academics@ceastudyabroad.com](mailto:Academics@ceastudyabroad.com) and your onsite academic staff the CEA **Grade Appeal Application Form**.

The grade appeal must concern an end-of-semester form of assessment calculated after the Program End date. It is your responsibility to address all interim grading issues directly with your instructor(s) while onsite. The appeal procedure and the grade re-evaluation it requires do not guarantee a change in grade and could result in an increase, no change, or decrease in the final grade. Any change is subject to a ruling by the course instructor, in consultation with the Academic Director, and must be based on the academic evidence provided by you to support the appeal. Keep in mind that you may need to submit copies of your work, emails to/from faculty if you are disputing a grade. We recommend keeping records of your work and communications for 3 – 12 months after program completion, until your academic records have been recorded at your home institution.

Upon receiving the results of the review and the decision of the instructor, CEA staff will inform you of the outcome of the appeal. Students who decide to submit a secondary appeal must submit a *Grade Appeal Review Petition* to the Department of Academic Affairs at [Academics@ceastudyabroad.com](mailto:Academics@ceastudyabroad.com) within 15 days of being informed of the initial appeal decision. Secondary appeals will be reviewed by CEA's Academic Review Board. All decisions from the Academic Review Board are final.

**A FULL LIST OF CEA POLICIES IS AVAILABLE ONLINE:**

[HTTP://WWW.CEASTUDYABROAD.COM/DOCS/CEA\\_POLICIES.PDF](http://www.ceastudyabroad.com/docs/CEA_POLICIES.PDF)