



Boston University in Madrid

CAS LS 212: Fourth Semester Spanish

Instructor: Lucas Pascual

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Course dates: fall/spring semester

Course Time & Location: Monday & Wednesday 16:00 a 17:20

International Institute (Madrid)

Course credit: 4 credits. This class meets 3 hours a week, for 14 weeks, and it is taught in Spanish.

Office hours: By appointment

Office location: International Institute 4th Floor, Room 402

Online: Blackboard- learn.bu.edu

Course Bulletin

CAS LS 212 is a comprehensive, intermediate Spanish course where the development of communicative skills is the primary objective. This course expands on the fundamentals of the Spanish language, and presents more complex grammatical structures in a variety of tenses and modes. Students will interact with each other through discussions in Spanish and gain cultural awareness through the material that they will examine in class.

Course Description

This course is proposed for students who have completed LS 211 Third Semester Spanish or equivalent (placement test). Students will gain an intermediate level of Spanish. It fulfills a single unit in the following HUB area: Global Citizenship and Intercultural Literacy.

The main objective of this course is to develop the learner's communicative competence, which includes linguistic competence (grammar and vocabulary) as well as pragmatic competence (the ability to use the language for specific needs in real-life contexts). For this reason, grammar is conceived as pedagogical grammar: a tool to achieve communicative competence and develop a better ability to comprehend and produce information in Spanish.

Since language does not only require linguistic competence but also sociolinguistic/pragmatic competence, another objective of this course is to provide students with the appropriate knowledge, skills and context to promote immersion in the Spanish culture and social issues. To achieve this goal, students will complete different activities meant to facilitate understanding their new reality in Madrid and interact with it.

By the end of the course, students will be able to:

- communicate in all major tenses (past, present, and future) and be able to correctly use these tenses in writing exercises of paragraph length on a wide array of topics, from casual expression (e.g. school, home, leisure) to more formal writing (e.g. work or current events).
- use their knowledge of Spanish to carry a fluent conversation and handle complicated or unexpected situations that may arise during personal travel around Spain.
- improve their writing expression by composing essays, compositions and exercises.
- state an opinion, in Spanish, with supporting evidence, being able to use circumlocution or rephrasing while paying attention to accuracy, clarity and precision to effectively convey their message.
- get informed of the perspectives, practices, and products of Spanish culture by viewing, comprehending videos, and reading articles.

Hub Learning Outcomes

Global Citizenship and Intercultural Literacy

In addition to linguistic aspects, students enrolled in this course will also explore different subjects of contemporary Spanish culture and society. The cultural content of this course deals with global, social topics such as environmental issues, unemployment, housing, technology, and education. These topics belong to both American and Spanish society. By reflecting and debating about these questions, students will have many opportunities to start an intercultural dialogue about their own culture as compared to the one related to the second language (in this case, Spanish). This connection enables the students to have a broader vision of world affairs and expand upon their own reality, examining their views and opinions from a global point of view.

This course is specifically adapted to BU's study abroad program in Madrid, Spain. This fact will provide students with the opportunity to understand a different cultural context as well as to perform their role as intercultural students. Since Madrid is a cosmopolitan and diverse city, it will facilitate the dialogue and a productive exchange between the student's cultural background and Spanish sociocultural aspects. In order to achieve this goal, a set of activities (lectures, field trips, debates, presentations, papers) have been designed to develop both cultural and sociolinguistic competence. This will allow students to understand everyday life in Spain and will provide them with

the necessary skills to immerse and integrate themselves in the city where they will be living for a semester.

By the end of the course, students will be able to:

- identify and describe various aspects of Spanish culture, such as food, music, celebrations, social customs, art or political and historical events.
- recognize different aspects of Spanish habits and daily life, in order to put them into practice in different contexts (family, work or social life).
- identify Spanish mass media, social and political affairs in Spain through extensive use of internet, TV, videos, and other electronic means by interpreting these topics in a global context.
- discuss about global social matters, such as unemployment, housing or education, comparing and relating both the American and the Spanish social and political current situation.

Learning Process and Assessment Plan

To achieve these objectives and learning outcomes this course contains different activities in class and outside the classroom through a communicative, learner-centered and task-based approach. These activities, such as oral presentations, writing essays or working on groups in class allow the students to put in practice and evaluate their oral and writing expression and their lecture and listening comprehension.

This course focuses on communication and oral expression. Because of that, participation in class and oral presentations have a relevant weight on the final grade (over 30%). Oral presentations are evaluated with a scale to measure and evaluate different aspects of the oral expression of the students such as pronunciation or fluency. This scale allows students to know more deeply their mistakes and improve their oral expression.

In relation to writing expression, students write two essays during the course. On these essays each essay has two different versions, one before and the other after the correction of the professor. These corrections are made by symbols that represent different kinds of mistakes that students have to correct on their own. This system allows the student to be more conscious of their own mistakes and has been especially effective with those that are fossilized (ser/estar, masculine/feminine or the difference between the past tenses).

The evaluation of the course is completed with two exams, a Midterm and a Final. The Midterm permits the students to know their level half way through the course and, as I have proven with the Spring semester students, have better grades on the Final. Both exams include different activities to practice grammar and vocabulary, as well as writing and listening.

Furthermore, this course also focuses on the immersion of the students in the Spanish socio-cultural context. For example, in order to get these skills, students have to bring some news about Spain to the class every Monday. This activity counts for the participation grade and has been very productive in promoting debates in class and to help the students understand real-life occurring topics in Spain; which they can use in the essays and the oral presentations.

Instructional Format, Course Pedagogy, and Approach to Learning

The pedagogy in this course includes both theoretical knowledge and practical activities in order to provide the student with a solid linguistic and sociocultural competence, as well as opportunities for using the language and immersing in the culture.

Therefore, this course is focus on communication and oral expression. Class time will be spent both doing exercises designed to practice concepts and uses of Spanish language, as well as participate in a wide-variety of activities designed to include sociocultural issues. All language skills will be considered (reading, listening, speaking and writing) for exercises and activities.

The approach to learning is based on the principals of communicative competence and this is the reason to choose the Textbook that will be used in class. *Aula Internacional* is one of the most recent and prestigious handbooks for learning Spanish as a second language. It has been specifically designed for students learning abroad in Spain but it takes also into account Latin American language varieties and cultures.

Assignments and Grading

The final course grade will be based on the following elements:

Attendance and participation	10%
Mid-term exam	20%
Papers and Presentations	40%
Final exam	30%

Presentations: There are two oral presentations, one individual and the other in groups. The professor will provide the students with different resources to research and a guide for the presentations on Blackboard. Students are expected to bring photos, videos, news and a power point presentation.

- In the **individual presentation** students will introduce to the class a region of Spain after researching their traditions, architecture, monuments or gastronomy, as well as current issues involving this region.

- In the **group presentation** students will expand upon a social topic that has been discussed in class. Students will then prepare questions for the class to encourage a debate about these topics.

Essays: Students will write two essays to be submitted by the deadline indicated below on course calendar. A second version of each paper will be submitted after the corrections of the professor. Students can find the instructions to elaborate the papers on Blackboard.

- **First Essay:** Students will write a post about Madrid on a travel blog, talking about their own experience in Madrid, and making suggestions about monuments or museums to visit, restaurants and cafés, parks and the customs and routines of the *Madrileños*.
- **Second Essay:** Students will write a synopsis and a review of a Spanish film viewed outside of class on their own time. Students will practice in the class how to provide and opinion and elaborate the synopsis of the film. The professor will provide a list of films to choose from.

Exams: Both the Mid Term and Final consist of listening and reading comprehension sections, as well as written essay. All the exercises and activities found in the exam are based on the class contents. In the class before the exam, students will have some time for questions or doubts. Students can appoint a tutoring session with the professor.

Grading policy:

Attendance: Students are expected to prepare for and attend all lectures, and participate in class activities. In the event that the students miss class, they need to ensure that they present documentation justifying their absence. Further details are outlined in the “Attendance and Absences” section below.

Participation: Participation in class is required and necessary for the student to achieve the goals of the course. Students are expected to have a proactive attitude and contribute to all class discussions.

Readings, books, and other course materials

Textbook: C. SORIANO: *Aula Internacional 3. Nueva Edición* (2014). Barcelona, Difusión.

Courseware: Blackboard- www.bu.edu/learn

Resources and Support

- Office hours (by appointment)
- Tutoring during research for essays and presentations either in person or by email.

- **Accommodations for Students with Documented Disabilities:** If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Office for Disability Services (ODS) at (617) 353-3658 to coordinate any reasonable accommodation requests.

Community of Learning: Class and University Policies

Attendance & Absences

Students are expected to prepare for and attend all lectures, and participate in class activities. In the event of illness, the student must contact the professor and the BU Madrid office and present a doctor's note justifying the absence. Travel is not an excused absence unless it is an emergency. Unapproved absences during the semester may result in a lowered overall grade in addition to an unsatisfactory class participation grade. ([Policy on Religious Observance](#))

Assignment Completion & Late Work

Late work will negatively affect the final grade.

Academic Conduct Statement

It is every student's responsibility to read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. "CAS LS 212" is classified as a Boston University course and therefore BU's academic standards are applicable and will be enforced. Students are expected to exercise the same academic integrity as they would at their home institution.

<http://www.bu.edu/academics/resources/academic-conduct-code/>

NOTE: This syllabus is tentative and subject to change based on the needs of the course. Changes, if any, will be discussed in class in advance, and announced to the students and to the BU Madrid office.

COURSE CALENDAR

Class	Topic	Readings, Assignments, Exams, etc.
Week 1		
Jan 14	Presentation of the course.	Ejercicios de repaso
Jan 16	Repaso SER/ESTAR y Pasados.	Ejercicios de repaso
Week 2		
Jan 21	Hablar de acciones y situaciones futuras. Formular hipótesis sobre el futuro.	Aula, p. 162, ej. 3 y 4 y p. 163, ej.6 y 7.
Jan 23	Pronombres de OD y OI.	Aula, p. 174, ej. 4, 5, 7 y 10.
Week 3		
Jan 28	Resumir el argumento de un libro o una película. Conectores para relatar.	Aula, p. 176, ej. 9 y 11
Jan 30	Expresar prohibición y obligatoriedad.	Aula, p. 168, ej. 2 y 3.
Week 4		
Feb 4	Recomendar y aconsejar. Imperativo I.	Aula, p. 180, ej. 4
Feb 6	Dar instrucciones. Imperativo II.	Aula, p. 181, ej. 5 y 6
Week 5		
Feb 11	Expresar deseos, reclamaciones y necesidad. Presente de Subjuntivo.	Aula, p. 186 ej. 1, 2, 3, 6 y 7 Ensayo 1 (A)

Feb 13	Conectores para hablar de causas y consecuencias.	Aula, p.199, ej. 4 y 5 y 7.
Week 6		
Feb 18	Proponer soluciones. Condicional y presente de subjuntivo.	Aula, p. 188 ej. 9 y 15 Ensayo 1 (B)
Feb 20	Combinar los tiempos del pasado para contar anécdotas.	Aula, p. 200, ej. 8, 9 y 10.
Week 7		
Feb 25	PRESENTACIÓN INDIVIDUAL	Ejercicios de repaso.
Feb 27	Expresar sentimientos, intereses y sensaciones. Presente de subjuntivo.	Aula, p. 205, ej. 7 y 8.
Week 8		
Mar 4	Visita Museo Sorolla	Ejercicios de repaso
Mar 6	MID-TERM	
Week 9		
Mar 11	Expresar sentimientos, intereses y sensaciones. Presente de subjuntivo.	Aula, p. 206, ej. 10.
Mar 13	Describir las características y el funcionamiento de un objeto. Superlativo y frases exclamativas.	Aula, p. 211, ej. 3 y 8.
Week 10		
Mar 18	Oraciones de relativo	Aula, p. 212 ej., 6 y 7.
Mar 20	Valorar situaciones y hechos. Presente de Subjuntivo	Aula, p. 217, ej. 4 y 6 Ensayo 2 (A)
Week 11		

Mar 25	Opinar sobre acciones y conductas. Presente de subjuntivo y condicional	Aula, p. 219, ej. 11 y 12
Mar 27	Hacer Hipótesis y conjeturas. condicional simple.	Aula, p. 223, ej. 3 y 4. Ensayo 2 (B)
Week 12		
Apr 1	Expresar diferentes grados de seguridad. Presente de subjuntivo	Aula, p. 224, ej. 6 y 7. Ejercicios de repaso.
Apr 3	Oraciones condicionales.	Ejercicios de repaso
Week 13		
Apr 8	PRESENTACIÓN EN GRUPO	Ejercicios de repaso
Apr 10	Condicional II. Imperfecto de Subjuntivo	Ejercicios de repaso
Week 14 SPRING BREAK		
Week 15		
Apr 24	Transmitir mensajes, estilo indirecto.	Ejercicios de repaso
Week 15		
Apr 29	FINAL EXAM	