



UNIVERSIDAD COMPLUTENSE DE MADRID
UNIVERSIDADES NORTEAMERICANAS REUNIDAS

SUBJECT
SUBJECT TITLE: Intermediate Spanish Grammar
QUARTER AND ACADEMIC YEAR:
SCHEDULE: From September 9th to December 20th 3 hours per week, divided into two 1.5-hour classes
PREREQUISITES: This course is designed for students who have completed at least one or two semesters of Spanish, having completed the A1 level (beginning Spanish).
COMPETENCES- OBJECTIVES (BRIEF DESCRIPTION): This course is a comprehensive continuation of foundational Spanish language study. It offers a thorough review of basic structures covered in A1-A2 Spanish courses and progresses to more advanced material. Upon completion, students will have the ability to interpret and reflect on contemporary issues introduced in the first-year courses. Throughout this course, emphasis is placed on refining the four essential language skills: reading, writing, speaking, and listening, as well as on developing critical thinking abilities. All activities and discussions will be conducted in Spanish at a level that is appropriate for this course. The course will include writing exercises, short literary and cultural readings, and other interactive components. Assessment will be based on exams, homework, compositions, participation, attendance, and a final exam. The goal of this course is to equip students with a deeper understanding of the Spanish language and culture, and to enhance their overall communication skills.

TEACHER
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TUTORING HOURS: Tuesday and Wednesday, by appointment

COURSE SCHEDULE, TOPICS, LECTURES AND TASKS ASSIGNED
Students at this proficiency level demonstrate the ability to comprehend the primary aspects of straightforward, standard communication concerning familiar topics encountered regularly in work, school, leisure, and other contexts. They can navigate most situations that may arise while traveling in a region where the language is spoken. They are capable of generating coherent, simple written text

on topics that are familiar to them or that pique their personal interest. Additionally, they can narrate personal experiences, events, dreams, hopes, and ambitions, and provide brief justifications and explanations for their opinions and plans.

I. COURSE SCHEDULE:

From September 9th to December 20th

3 hours per week, divided into two 1.5-hour classes

II. TOPICS

II.1. COMMUNICATIVE AND FUNCTIONAL CONTENT:

- **Talking about the past**

Expressing habitual actions.

Describing past situations.

Expressing an action that occurred in a finished unit of time.

Talking about an action that happened only once.

Describing the situation or circumstances in which an event occurred.

Narrating past facts; biographies.

Personal experiences.

Expressing a past action prior to another past action.

- **Expressing the duration of an action started in the past and continuing in the present**
- **Expressing aptitude**
- **Defining personality**
- **Expressing the cause of an event**
- **Expressing probability**
- **Expressing moods:** joy, sadness, and surprise
- **Giving information about a place**

Describing

Asking and giving cultural information

Making comparisons: highlighting one thing among several.

- **Expressing wishes and future plans**

Sequencing future activities

Expressing a project in the future

Congratulations and social wishes.

- **Asking and giving cultural information**

Describing a place

Highlighting one thing among several.

Asking for the truthfulness of information.

- **Talking about personal relationships**

Being interested in someone and their life.

Expressing the impression that a person causes us

II.2. GRAMMATICAL CONTENT

- **Verb tenses**

Uses of the past: present perfect, imperfect, simple past, and pluperfect of the indicative.

To resemble someone

I am good/bad at something

Periphrasis of probability: - should (have to) / must + infinitive

Verbs with prepositions (to be happy about, to be fed up with...)

Verbs that express mood changes (to get nervous, to be scary, to get angry..)

Present subjunctive for the expression of wishes

- **Uses of ser**

Ser + personality adjectives (qualities and defects)

- **Temporal markers**

Beginning and duration of an action (ago, since, from)

Actions that happened only once (one day, once, that day ...)
Actions that happened with some frequency (usually, many days, sometimes...)

Expressing a future project (in...)

- **Discursive connectors**

When, then, afterwards, so

Because and as

- **Prepositions**

To narrate past events (to + definite article + amount of time + of + infinitive)

- **Quantifiers**

Too much, very, enough, rather, something, (a) little, nothing

- **Exclamatory sentences**

What + noun

How much/How + verb

Hopefully (that)

- **Sentence constructions**

Comparisons: relative superlative

III. LECTURES

- Classes will be conducted in Spanish.
- You are required to bring to every class the AULA INTERNACIONAL 3 PLUS book or any other material required by your lecturer.
- The daily class assignments are listed on the course syllabus. You are expected to be thoroughly familiar with the material for each day BEFORE coming to class.
- Since there will be little formal presentation of the grammar in class, students are expected to read each lesson carefully, learn the vocabulary for each chapter, and do the grammar exercises listed in the syllabus as homework before coming to class. The lecturers will be counting on this, and their main job will be to clarify doubts, exceptions, and difficult cases.
- There will be a large amount of homework and preparation each day, so make sure to keep up with all assignments. You will have to spend a minimum of four hours per week to complete the assignments and the requirements for the course.

IV. TASKS

- **Homework**

- Students have to do homework given through UCMClasses.
- Class time will be set aside for discussion of grammatical points, style, or other specific problems that may recur in your written work.

- **Quizzes**

- There will be three 5-15 minute quizzes, generally (but not limited) to test verb forms. Quiz days are marked on the syllabus.

- **Compositions**

- Throughout the semester, you will complete, at least, three writing exercises.

- **Oral Presentations**

There are two types of oral presentations:

- Short dialogues (role-play/Situaciones) that you will prepare and perform in class with a partner
 - One 5-minute oral presentation on a topic related to Spain.
- Instructions and evaluation rubrics will be given.

TEACHING METHODOLOGY

REQUIRED TEXTBOOK: *AULA INTERNACIONAL 3 PLUS*. Libro del alumno. ISBN: 9788418032226

METHODOLOGY

This course follows a communicative approach based on the idea that languages are best learned when real-world information becomes the focus of student activities. Throughout the course, students will focus on communication, culture, and skill development, acquiring practical vocabulary and enhancing their understanding of essential Spanish grammar concepts. From the first day of class, students will interact in Spanish with the instructor and classmates, discussing topics of importance to the twenty-first century, emphasizing the development of critical thinking skills in addition to the refinement of the four basic language skills.

INSTRUCTOR/STUDENT COMMUNICATION

You can communicate with your instructor:

- via email
- during your instructor's office hours. Your instructor will have two scheduled office hours per week, plus one office hour by appointment. Office hours will be via Google Meet or in person at your instructor's discretion. It is strongly recommended that you take advantage of these opportunities for one-on-one contact. Keep a list of the questions that arise as you study and bring these questions to your instructor for clarification.

SUBJECT OBJECTIVES

Course Goal: By the end of the semester, you will develop functional linguistic competency in reading, listening, speaking, and writing at the intermediate level.

Course Objectives: At the end of this course, you:

- will communicate orally at the intermediate level in Spanish, applying the appropriate vocabulary and grammatical forms
- will demonstrate the ability to understand spoken Spanish at the intermediate level
- will create written texts in Spanish at the intermediate level, applying the appropriate grammar and vocabulary
- will analyze Spanish literary texts at the intermediate level
- will demonstrate cultural understanding of the Hispanic world and contrast and compare it with your own culture
- will interpret and reflect upon a variety of contemporary issues through various written, aural, and visual media

EVALUATION AND QUALIFICATION CRITERIA

PARTIAL EXAM: 15 % (*October*)

FINAL EXAM: 15 % (*December*)

WRITTEN WORK OR PRESENTATIONS: 30 %

- Compositions 20 %
- Quizzes 10 %

OTHERS:

- Oral presentations 15 %
- Homework 15 %

CLASS PARTICIPATION: 10 %

EVALUATION CRITERIA FOR CLASS PARTICIPATION

Absences or late arrivals will adversely affect participation grades.

OUTSTANDING = 90-100 (A) The student:

- is well prepared for class, arriving with significant mastery of newly studied material
- uses electronic devices solely for class-related work
- is consistent, enthusiastic about learning, and always has a positive impact on class atmosphere
- participates actively in Spanish in all aspects of classroom activities, including volunteering to answer questions, sharing ideas, and responding to classmates' ideas
- contributes actively during small-group activities; shows leadership and is crucial to getting the given tasks accomplished; listens attentively when others speak
- successfully achieves the objectives of each lesson
- is always on task and uses practice time wisely
- does not revert to use of English to ask questions or after completing group activities; develops ideas in group activities and relates them to other topics or elaborates on topics to maximize use of Spanish if his/her group finishes before others in the class

VERY GOOD = 80-89 (B) The student:

- is well prepared for class, and is often able to actively use new material
- rarely uses electronics for purposes unrelated to the class
- shows a positive attitude toward learning and has a positive impact on class atmosphere
- participates regularly in Spanish including asking questions and initiating conversations with instructor and/or classmates, volunteers, and shares ideas regularly
- contributes positively during small-group activities and is a valued team member; listens when others speak
- makes a concerted effort to achieve the objectives of each lesson
- stays mostly on task and uses practice time wisely
- does not easily revert to use of English in small-group activities or after finishing assigned tasks

SATISFACTORY = 70-79 (C) The student:

- is somewhat prepared for class, though sometimes not able to apply new material
- sometimes uses electronics for purposes unrelated to the class
- seems somewhat indifferent toward learning or is often distracted during class activities, thus does not positively impact class atmosphere on a regular basis
- shows more passive than active participation; sometimes contributes and is at least aware of what is going on, but mostly just answers instructor's questions when called upon
- sometimes contributes during small-group activities; usually listens when others speak
- makes an effort to achieve lesson objectives, although there is room for improvement

- could stay more focused; and could make better use of practice time
- resorts too easily to English to ask questions of instructor or to converse with classmates after finishing small-group activities

IMPROVEMENT NEEDED = 69 and below (D, F) The student:

- is not well prepared for class, and often is not able to apply new material
- often uses electronics for purposes unrelated to the class
- shows a negative attitude toward learning or is completely inattentive during class activities; is disrespectful to instructor or to classmates; talks out of turn or about unrelated topics; has a negative impact on class atmosphere for any number of reasons
- is a passive participant or a non-participant in class activities; is barely engaged and depends on others to carry the load
- rarely contributes during small-group activities; often does not listen when others speak
- makes little or no effort toward achieving lesson objectives; there is significant room for improvement
- is easily distracted and off-task; often wastes practice time
- lapses into English frequently to ask questions of instructor or to converse with classmates; rarely speaks Spanish

ATTENDANCE: It is mandatory. It is mandatory. From the second absence without justification, a point will be lowered in the Spanish grading system (for example, an 8 will drop to a 7). In the case of the Spanish Cinema class, missing one class will be equivalent to two absences.

Likewise, lateness will also be penalized, more than 15 minutes late will be equivalent to an absence. Excused absences are considered those documented by the appropriate physician or program director.

ACADEMIC INTEGRITY: Plagiarism, the use of materials not permitted in exams and tests, copying answers from another classmate, falsification or misappropriation of information for assignments, submission of the same assignment or sections of it in more than one course, helping a student who is cheating, etc. The penalty will be left to the discretion of the subject professor and the student's Program Director, in accordance with their campus policies and procedures.

GUIDE AND INDICATIONS FOR WRITTEN WORK

• Compositions

- All the first versions will be done in class. A typical entry should be around 200 words.
- You must read the instructions and prepare the assignment before coming to class.
- You will be given 25 to 30 minutes in class to complete your writing exercises. You should draw on a variety of verbs, vocabulary, and constructions that you have learned, and avoid repetitive structures.
- No dictionaries or notes are allowed while you write.
- The first version will be returned with your mistakes marked with symbols. The final version of the compositions will be completed at home on the day assigned on the syllabus and turn in both, the first and the final version of each composition, stapled together and also submit the final version. No make-ups and/or late work will be accepted.

- Both drafts will be assigned a grade; each grade is worth 50% of the final composition grade. The final grade will reflect both the quality of the first draft and the improved second version. If you do not turn in a final version, 10 points will be deducted from the grade of your first version. The first draft will be handwritten in class, the final draft has to be typed, double-spaced on a computer.

MANDATORY BIBLIOGRAPHY AND OTHER RESOURCES

REQUIRED TEXTBOOK: *AULA INTERNACIONAL 3 PLUS*. Libro del alumno. ISBN: 9788418032226