



**UIN Spanish Language Institute**  
**Course Syllabus: Intermediate (B1/B2)**

**COURSE DESCRIPTION**

This is an intermediate Spanish course designed for students who have taken at least 1 Spanish course or have had significant exposure to Spanish in a work or home environment. Students will acquire speaking, listening, reading, and writing skills that will allow them to express themselves about familiar topics (work, home, school, etc.) across present, past, and future time frames.

The course contents and activities are aligned with the Intermediate proficiency standards outlined by the American Council on the Teaching Foreign Languages (ACTFL) as well as the B1/B2 levels of the Common European Framework Reference (CEFR). Students may use the proficiency charts found in the Language Competencies & Grading Rubrics section of this syllabus to determine if this course meets their language needs (pg. 6).

**STUDENT LEARNING OBJECTIVES**

By the end of this course, students should be able to complete the following communication tasks:

1. Participate in conversations with native Spanish speakers regarding familiar topics (work, family, school, etc.).
2. Give directions and make requests
3. Apply a variety of grammar tenses across different time frames (present, past, and future) in oral and written communication.
4. Develop brief (400-500 words) writing samples.
5. Create and deliver 4-5 minute oral presentations on current events.
6. Identify and reflect on local cultural practices.

## GRAMMATICAL FOCUSES

### Week 1-2

Present/past tense irregular verbs (review)

Direct and indirect objects (review)

Commands

Present Progressive

Simple Future

### Week 3-4

Future tenses (review)

Imperfect

Preterit vs. imperfecto

Conocer vs. saber

## GRADES & ASSIGNMENTS

Written Assignments		Oral Assignments	
Grammar Quizzes (4)	20%	Conversation Prompts (7)	25%
Writing Samples (2)	15%	Culture Presentations (2)	15%
Participation	10%	Oral Exam (1)	15%

### Grading Scale:

90 - 100 = A      80 - 89 = B      70 - 79 = C      61 - 69 = D      60 or below = E

### Feedback

- Your instructor is **not** required to mark every error in your assignment but will provide at least 2 specific examples of frequent errors that they have noticed in your assignment.
- You should use the examples/feedback that your instructor provided as you review work again to identify these issues.
- It is your responsibility to contact the instructor if you do not understand the feedback or need extra help with a specific problem.

## ASSIGNMENT DESCRIPTIONS

### **Participation (10%)**

Participating in the course is vital to the learning process. Participation will be based on the following criteria:

- Attendance: Being present for the entire class period.
- Punctuality: Arriving to class on time.
- Class discussions: Engaging with peers and the instructor during in-class activities.
- Persistence: Students make an effort to speak Spanish the entire class.

If you anticipate not being able to participate in class according to the criteria outlined above, please contact your instructor beforehand.

Grading: Participation grades will be based on students' compliance with the four criteria outlined above. Total 40 points/each criterion is worth 10 points.

### **Writing Samples (15%)**

Students will complete three writing samples in Spanish. The first writing sample will be a description what you did before coming to Costa Rica (350 words-preterit). The second sample will be a narrative (retelling) of a Costa Rican legend (450 words-preterit vs. imperfect).

Each writing sample consists of two parts: a rough and final draft. The instructor will provide feedback on the rough draft within 1 week of the due date. Students should review the feedback and **highlight** the changes that were made in final draft.

If the student did not complete the rough draft of the composition, they will receive a 0 on that portion of the assignment. The student may turn in the "final draft" to receive half credit for the assignment.

When writing a composition, students may only use the grammar structures (example: present, past, future tenses) that they have reviewed up to that point in the course. If a student violates this rule, then he/she will have an obligatory meeting with the instructor. 50% may be deducted from the student's work if he/she is suspected of using a translator.

Grading: The writing sample rubric, found in this syllabus, will be used to grade this assignment.

Learning Outcomes Achieved

1. Apply a variety of grammar tenses across different time frames (present, past, and future) in oral and written communication.
2. Develop brief (400-500 words) writing samples.
3. Identify and reflect on local cultural practices.

### **Grammar Quizzes (20%)**

The accelerated pace of this course makes it necessary to regularly monitor students' understanding of the grammatical structures reviewed. This allows the instructor to modify the course pace and contents as needed. Grammar quizzes that cover previously reviewed grammatical structures will be given administered at the end of each week. The quizzes will be brief (10 minute) mastery checks administered in written format.

Grading: Individual quiz values will be indicated by the professor and may vary according to the quiz topic. However, the total weight of the quizzes in the final grade will be 20%.

1. Apply a variety of grammar tenses across different time frames (present, past, and future) in oral and written communication.

### **Conversation Prompts (25%)**

Each week you will be responsible for practicing different conversation prompts both in and outside of class (with host families, people you meet, etc.). Topics for conversation prompts will be based on everyday scenarios that you will encounter while living abroad as well as recent events. On Fridays, students will work with classmates to carry out a conversation prompt (5-7 minutes long) they have practiced that week.

#### Sample Conversation Prompts

##### **Weeks 1-2**

- Describe yourself, family, and friends
- Give directions to school and home
- Share what you did last weekend
- Share your plans for the coming weekend

##### **Weeks 3-4**

- Describe the characters in television series you watched
- Describe things you “used to do” as a child (routines, activities, etc.)
- Tell a story/legend from your home country

Grading: The conversation prompt rubric, found in this syllabus, will be used to grade this assignment.

### Learning Outcomes Achieved

1. Participate in short conversations regarding familiar everyday topics (preferences, routines, work, family life, local events).
2. Apply a variety of grammar tenses across different time frames (present, past, and future) in oral and written communication.

### **Culture Presentations (15%)**

You will complete two oral presentations. You must prepare a **4-5 minute** presentation, in Spanish, that includes **6 Power Point slides**. The presentation topics will be based on a **local event or tradition**.

Your presentation will be graded on pronunciation, grammar, fluency, content, and quality. Your slides should contain images related to your presentation and no more than 2 sentences. **Please do not read your slides.**

Grading: The presentation rubric, found in this syllabus, will be used to grade this assignment.

### Learning Outcomes Achieved

1. Apply a variety of grammar tenses across different time frames (present, past, and future) in oral and written communication.
2. Create and deliver 4-5 minute oral presentations on current events.
3. Identify and reflect on local cultural practices.

### **Oral Exam (15%)**

The oral exam will be given the last week of class. The exam consists of a 10-minute conversation between you and your instructor based on conversation topics you have previously reviewed during the course. You should prepare for the conversation by preparing 4-5 questions for your instructor. Questions must incorporate grammar and vocabulary that have been reviewed thus far in the course. The conversation rubric will be used for the oral exam grade.

Grading: The conversation prompt rubric, found in this syllabus, will be used to grade this assignment.

### Learning Outcomes Achieved

1. Participate in conversations with native Spanish speakers regarding familiar topics (work, family, school, etc.).
2. Apply a variety of grammar tenses across different time frames (present, past, and future) in oral and written communication.

## EXPECTED LANGUAGE COMPETENCIES & GRADING RUBRICS

NCSSFL-ACTFL CAN-DO STATEMENTS			
<b>PROFICIENCY BENCHMARKS</b>			
<b>NOVICE</b> PROFICIENCY BENCHMARK		<b>INTERMEDIATE</b> PROFICIENCY BENCHMARK	<b>ADVANCED</b> PROFICIENCY BENCHMARK
<b>COMMUNICATION</b>			
<b>INTERPRETIVE</b>	<p><b>I can</b> identify the general topic and some basic information in both very familiar and everyday contexts from words, phrases, and simple sentences in texts that are spoken, written, or signed.</p>	<p><b>I can</b> understand the main idea and some related pieces of information on familiar topics from sentences and series of connected sentences in texts that are spoken, written, or signed.</p>	<p><b>I can</b> understand the main message, the author's purpose, and supporting details on a wide variety of familiar and general interest topics in longer texts that are spoken, written, or signed.</p>
<b>INTERPERSONAL</b>	<p><b>I can</b> participate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using words, phrases, simple sentences, and questions.</p>	<p><b>I can</b> interact in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</p>	<p><b>I can</b> maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar and concrete unfamiliar topics using series of connected sentences and probing questions.</p>
<b>PRESENTATIONAL</b>	<p><b>I can</b> share information on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p>	<p><b>I can</b> provide information and express my thoughts about familiar topics, creating sentences and series of connected sentences through spoken, written, or signed language.</p>	<p><b>I can</b> organize, express, and present information to an audience in a detailed way on concrete unfamiliar topics, using paragraphs across various time frames through spoken, written, or signed language.</p>

## Qualitative aspects of spoken language use - Table 3 (CEFR 3.3): Common Reference levels

The chart in this table was designed to assess spoken performances. It focuses on different qualitative aspects of language use.

<b>B2</b>	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
<b>B1</b>	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

Reference: [www.coe.int/en/web/common-european-framework-reference-languages/table-3-cefr-3.3-common-reference-levels-qualitative-aspects-of-spoken-language-use](http://www.coe.int/en/web/common-european-framework-reference-languages/table-3-cefr-3.3-common-reference-levels-qualitative-aspects-of-spoken-language-use)

## GRADING RUBRICS

Writing Sample Rubric			
Criteria	Excellent (90-100)	Good (80-89)	Keep Working (60-79)
<b>Grammar</b>	Writing sample contains grammatical structures reviewed in class. All verbs are conjugated correctly.  There are no gender/number agreement errors	Writing sample contains few spelling and punctuation errors.  Most verbs are conjugated correctly.  There are few gender/number agreement errors	Writing sample contains many spelling and punctuation errors.  Few verbs are conjugated correctly.  There are many gender/number agreement errors
<b>Punctuation</b>	Writing sample does not contain	Writing sample contains few	Writing sample contains many

	spelling and punctuation errors.	spelling and punctuation errors.	spelling and punctuation errors.
<b>Content</b>	Responds to writing the prompt.  Complies with instructions	Mostly responds to writing the prompt.  Complies with instructions	Somewhat responds to writing the prompt.  Does not comply with instructions

<b>Conversation Prompt Rubric</b>			
<b>Criteria</b>	<b>Excellent (90-100)</b>	<b>Good (80-89)</b>	<b>Keep Working (60-79)</b>
<b>Interaction</b>	The student initiated several questions.  The student provided complete responses to questions asked of him/herself.	The student initiated some questions.  The student provided somewhat complete responses to questions asked of him/herself.	The student did not initiate questions.  The student did not provide complete responses to questions asked of him/herself.
<b>Grammar</b>	The correct verb tense was used (present vs. past).  There were no errors in subject verb agreement.	The correct verb tense was used (present vs. past).  There were some errors in subject verb agreement.	There were several errors in the verb tense choice.  There were many errors in subject verb agreement.
<b>Vocabulary</b>	The presenter used a variety of words reviewed throughout the course and related to the topic.	The presenter used some words reviewed throughout the course and related to the topic.	The presenter used very few words reviewed throughout the course.
<b>Pronunciation &amp; Fluency</b>	The student always made him/herself understood.	The student mostly made him/herself understood.  The student rephrased and repeated information	The student struggled to make him/herself understood.

	<p>The student rephrased and repeated questions when necessary.</p> <p>The student did not struggle with common pronunciation issues. Examples: /s/ vs. /z/; /ll/; /h/</p>	<p>when there were misunderstandings.</p> <p>The student did not struggle with common pronunciation issues. Examples: /s/ vs. /z/; /ll/; /h/</p>	<p>The student did not rephrase and repeat information when there were misunderstandings.</p> <p>The student struggled with common pronunciation issues. Examples: /s/ vs. /z/; /ll/; /h/</p>
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<b>Culture Presentation Rubric</b>			
<b>Criteria</b>	<b>Excellent (90-100)</b>	<b>Good (80-89)</b>	<b>Keep Working (60-79)</b>
<b>Preparation</b>	<p>It is apparent that the student practiced the presentation beforehand.</p> <p>The power point slides were effective and did not contain spelling and grammar errors.</p>	<p>The presentation seems to have been practiced. However, more review was needed.</p> <p>The power point slides were effective but contained some spelling and grammar errors.</p>	<p>The presentation was not practiced beforehand.</p> <p>The power point slides were not effective and contained many spelling and grammar errors.</p>
<b>Grammar</b>	<p>The correct verb tense was used (present vs. past).</p> <p>There were no errors in subject verb agreement.</p>	<p>The correct verb tense was used (present vs. past).</p> <p>There were some errors in subject verb agreement.</p>	<p>There were several errors in the verb tense choice and subject verb agreement.</p>

<b>Vocabulary</b>	The presenter used a variety of words reviewed throughout the course and related to the topic.	The presenter used some words reviewed throughout the course and related to the topic.	The presenter used very few words reviewed throughout the course and needed more vocabulary related to the topic.
<b>Pronunciation &amp; Fluency</b>	<p>The student did not struggle with common pronunciation issues. Examples: /s/ vs. /z/; /ll/; /h/</p> <p>The student executed the presentation without reading or relying on notes.</p>	<p>The student did not struggle with common pronunciation issues. Examples: /s/ vs. /z/; /ll/; /h/</p> <p>The student executed the presentation with little reading and few notes.</p>	<p>The student struggled with common pronunciation issues. Examples: /s/ vs. /z/; /ll/; /h/</p> <p>The student read the presentation.</p>

## COURSE SCHEDULE

This is a *tentative* schedule that may be modified by the instructor.

	<b>Grammar Focus</b>	<b>Topics</b>	<b>Assignments</b>
<b>Week 1</b>	<p><u>Review</u></p> <ul style="list-style-type: none"> <li>• Present/past tense irregular verbs (review)</li> <li>• Direct and indirect objects (review)</li> </ul> <p><u>New Forms</u></p> <ul style="list-style-type: none"> <li>• Commands</li> <li>• Future</li> </ul>	<p>Describe yourself, family, and friends</p> <p>Getting around town, giving directions</p> <p>Last weekend's events</p>	<ul style="list-style-type: none"> <li>• Grammar quiz (Thursday)</li> <li>• Conversation prompts (Tuesdays &amp; Friday)</li> <li>• Writing Sample 1 (draft)</li> </ul>
<b>Week 2</b>	<p><u>Review</u></p> <ul style="list-style-type: none"> <li>• commands</li> <li>• future</li> </ul> <p><u>New Forms</u></p>	<p>Getting around town, giving directions</p> <p>Last weekend's events</p>	<ul style="list-style-type: none"> <li>• Grammar quiz (Thursday)</li> <li>• Conversation prompt (Tuesdays &amp; Friday)</li> </ul>

	<ul style="list-style-type: none"> <li>• Preterit vs imperfect</li> </ul>	When I graduate college...	<ul style="list-style-type: none"> <li>• Culture presentation #1</li> <li>• Writing Sample 1 (final)</li> </ul>
<b>Week 3</b>	<p><b><u>Review</u></b></p> <ul style="list-style-type: none"> <li>• Future</li> <li>• Preterit vs imperfect</li> </ul> <p><b><u>New Forms</u></b></p> <ul style="list-style-type: none"> <li>• Conocer vs. saber</li> <li>• Future</li> </ul>	<p>Share what you did over the weekend.</p> <p>Describe a television series you watched.</p> <p>Describe things you “usted to do” as a child (routines, activities, etc.)</p>	<ul style="list-style-type: none"> <li>• Grammar quiz (Thursday)</li> <li>• Conversation prompt (Tuesday &amp; Friday)</li> <li>• Writing Sample 2 (draft)</li> </ul>
<b>Week 4</b>	<p><b><u>Review</u></b></p> <ul style="list-style-type: none"> <li>• Preterit vs imperfect</li> <li>• Future</li> <li>• Commands</li> </ul>	<p>Describe things you “usted to do” as a child (routines, activities, etc.)</p> <p>Tell a story/legend from your home country</p>	<ul style="list-style-type: none"> <li>• Grammar quiz (Thursday)</li> <li>• Conversation prompt (Tuesday)</li> <li>• Culture Presentation #2</li> <li>• Writing Sample 2 (final)</li> <li>• Exam Oral</li> </ul>