

SPA 280 SPAIN TODAY

Area: Culture, Society and Spanish Language

Level: B2-II (200)

Prerequisite: completion of a typical four-course elementary Spanish sequence, or permission of instructor

Teaching language: Spanish

Academic hours: 45

Credit: 3

Class Hours: tba

Academic tutoring (office) hours: Tuesday 10:30-11:30 (by appointment)

Instructor:

Contact:

OBJECTIVES

This course is designed for English-speaking students who have academic training through the level of low-intermediate Spanish.

- Learn about topics such as gender, family, sexuality, nations and nationalism, environment, religion, and migrations in Spain.
- Expand knowledge of literature and cinema, and social, political, and economic problems in modern Spanish society.
- Become familiar with Spanish print and electronic media.
- Improve communication skills in real life situations.
- Be more familiar with some typical Spanish and regional customs.
- Gain a better understanding of some peculiar aspects of modern Spanish culture and society.
- Better understand the impact that the second language has on the mother tongue.
- Become more aware of cultural differences and intercultural values.
- Develop the BICS (Basic Interpersonal Communicative Skills) skills necessary for social and conversational communication.
- Develop CALP (Cognitive Academic Language Proficiency) competence, necessary for the reception and oral and written production of academic content, justification of opinions, synthesis of hypotheses, and interpretation of evidence in a formal (academic) register.
- Develop vocabulary and improve the use of the language sufficient to accomplish these objectives, and to read and understand a variety of genres, from newspaper articles to literary texts.
- Develop greater structural precision in written Spanish spelling, syntax, and lexicon.
- Deepen the knowledge of artistic trends, political and social events, etc., with a broad and nuanced vision, open to critical analysis, from the knowledge of the heritage of the cultures of origin, and in relation to the cultures of contemporary Spain.
- From an intercultural perspective,
 - apply critical analysis when considering the facts of Spain's cultural heritage

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- adopt an intercultural, critical, and comprehensive perspective of the values, attitudes, and behaviors that occur in the social life of Spain.

OUTCOMES

Students who complete this course will:

- solidify independent use of Spanish commensurate with the CEFR B2 level, which entails a degree of fluency such that conversation with native speakers is relatively natural and text can be produced on a wide range of subjects with the ability to articulate pros and cons of an argument
- be informed and critical consumers of Spanish media
- be able to discuss social and political issues in contemporary Spain
- be able to compare and contrast distinctive characteristics of Spanish culture(s) and students' home culture(s)

METHODOLOGY

This course is designed with reference to the standards of the CEFR (*Common European Framework of Reference for Languages*), as well as the *National Standards for Foreign Language Education* of the American Council for the Teaching of Foreign Languages (ACTFL). The ACTFL five C's (*Communication, Cultures, Connections, Comparisons, Communities*), therefore, inform the linguistic, communicative and cultural perspective of the class.

We use a CLIL (Content and Language Integrated Learning) approach. The CLIL method works in two ways: learning Spanish through the content of the course, and learning the content of the course through the use of Spanish. The absorption of the language is sought in a natural way and not in a forced way, since the language is used in real-life situations and is applied to contexts other than the classroom.

The didactic approach in the classroom has two aspects: a theoretical one, in which the main grammatical structures of Spanish are identified and explained; and a practical one, in which activities are carried out inside and outside the classroom, all of which are aimed at teaching acquisition of communication skills and promoting linguistic immersion. We embrace a thematic approach, in which in each session a series of grammatical, lexical, functional, pragmatic, and sociocultural elements are interrelated. We differentiate between activities aimed at the acquisition of shapes and structures of language, and those aimed at free production. Each unit begins with a presentation of grammatical concepts along with practical examples of those concepts in use. Next, activities are developed that allow you to progress in mastering these concepts. The methodology is emphatically practical, hence the grammatical explanations are always oriented to the development of communication skills in which the most complicated structures of Spanish grammar are assimilated.

The curriculum is adapted to individual student needs, with reinforcement activities for those with less advanced mastery within the course level, and supplements for those who are more advanced. The learning needs of heritage learners are specifically addressed throughout the course.

COURSE PLANNING, PARTICIPATION, PREPARATION AND HOMEWORK

- The course consists of 22 sessions of 120 minutes each. The sessions are divided into two blocks, generally alternating between grammatical structures and communicative activities carried out inside and outside the classroom.
- The dynamics of the class are based on the learning of relevant vocabulary and useful structures. Topics are chosen according to the communication environments that you encounter during your stay in Spain. Visual, graphic and auditory resources are utilized to reinforce communicative competence gained through grammar and conversation. The different registers – formal, colloquial, and vulgar – are examined in oral and written form. There is constant writing practice based on the stimulation of imagination, verbal creativity, and simulation of different textual models. At the end of each session assignments are given. All assignments are subject to modifications based on the progress and needs of the class.
- In order for you to obtain the maximum academic benefit from the course, it is expected that you dedicate at least two hours of study or writing for each teaching hour at the Spanish Institute.
- Academic advising is available from the teaching staff, whom you can consult on class days, by email, or during weekly office hours. Individualized activities may be designed according to your needs to reinforce or expand the content covered in class. Information regarding academic accommodations was requested at the time of application to the Spanish Institute. In addition, you must inform the Spanish Institute and your instructors of special academic needs on the first day of class, so that relevant accommodations can be made.

ATTENDANCE

Attendance at academic sessions inside and outside the classroom is mandatory. Punctuality is of great importance, which is why non-punctuality will have a negative impact on the final grade. You must attend all classes to receive appropriate credit. Each absence is penalized with 5% less on the final grade. Four unexcused absences will result in failure of the course. In addition, lateness to, or early departure from, two sessions is equivalent to an absence. **Active participation** is essential in this course and it is expected that you contribute enthusiastically and respectfully. You are responsible for being informed about class content, announcements, tests or assignments missed due to absence.

If you miss more than 4 sessions without valid justification, you will fail the course and your attendance record will be reported to your university. An excused absence is one that is accompanied by a doctor's note: Signed, stamped and dated. Traveling is not an excuse.

EVALUATION CRITERIA

Two projects are scheduled on the syllabus during the course sessions.

- **Midterm Project (20%):** The midterm project is an oral presentation of 10 to 15 minutes to be made to the instructor individually, topic related to those developed in class. Some research is expected to prepare you for the presentation. Prior to the presentation, a three-page summary of the topic to be presented shall be submitted to the instructor. More specific instructions on the midterm project will be given prior to midterm.
- **Final Project (20%):** The oral project at the end of the course follows the format of the midterm project, focusing on the topics that have been dealt with in the second half of the course. More specific instructions on the final project will be distributed timely.
- **Participation (15%):** Evaluated according to the degree and quality of performance in conversation and class discussion, with attention to the ability to propose and express ideas through oral language production, as well as the ability to use the language as an instrument for constructive exposition and argumentation through informed, relevant, meaningful and critical verbal acts. Factors in the evaluation of participation include (but are not limited to) the following:
 - Using Spanish in class.
 - Saying hello and goodbye in Spanish.
 - Using Spanish to address the instructor and classmates to address both academic and non-academic topics.
 - Willingness to participate in all class activities.
 - Participation during work in groups or pairs.
 - Respectful and positive attitude towards the instructor and classmates. The use of mobile phones, computers or any electronic device is restricted to only those occasions when the instructor requests it.
- **Assignments and Quizzes (15%):** Assignments are evaluated, either individually or cooperatively, with reference to rigorous immersive and academic treatment of course contents. Assignment due dates will be announced. Late assignments will not be accepted. Oral or written quizzes may be administered without warning. It is your responsibility always to come to class prepared for quizzes on any material that has previously been covered in class.
- **Portfolio (30%):** The portfolio consists of three essays of 250-300 words, each corresponding to one of the blocks that comprise this course. Essay prompts will be given in class. Each essay will consist of a draft that will be submitted together with the final essay, pages stapled and numbered. Both the drafts and the final essays must be typewritten, double-spaced. All submitted work must have the following heading:

Student name
Course Name / Instructor Name
Title of composition

Draft # 1-o-Final Version
Nº # of words
Date

These must be original written assignments and not a copy or plagiarism of other authors. In the event that verbatim citations are used, they must be clearly indicated as such. Plagiarism is considered a serious irregularity that entails automatic failure. Essays must be submitted on the due-date, and will not be accepted after that date without penalty. Portfolios submitted one day late are penalized by 5%. Those submitted two to five days late are penalized 10%. Those submitted after five days are failed.

VERY IMPORTANT: Presentations and oral projects cannot be read aloud. Otherwise, the grade will be considerably affected. (Powerpoint is permitted.)

Correspondence and rating scale			
Qualification	U.S. Correspondence	Scale (numerical)	Scale (percentages)
Outstanding	A +	9.70 - 10.00	97.0 - 100%
	A	9.40 - 9.69	94.0 - 96.9%
	A-	9.00 - 9.39	90.0 - 93.9%
Notable	B +	8.70 - 8.99	87.0 - 89.9%
	B	8.40 - 8.69	84.0 - 86.9%
	B-	8.00 - 8.39	80.0 - 83.9%
	C +	7.70 - 7.99	77.0 - 79.9%
	C	7.40 - 7.69	70.0 - 76.9%
	C-	7.00 - 7.39	70.0 - 73.9%
Pass	D	6.00 - 6.99	60.0 - 69.9
Pass	D-	5.00 - 5.99	50.0 - 5.99%
Fail	F	0.00-4.99	0.0 - 4.99%
Not present	W	Withdrawal	Withdrawal
Not present	INC	Incomplete	Incomplete

Exam dates cannot be changed, except in cases of justified absence. Authorization to take the exam on a date other than the one initially set is at the discretion of the director.

At all times, you are expected to show a positive and supportive attitude to both the instructor and your classmates, paying attention to the development of the class and becoming involved and contributing actively and responsibly to the learning process. Any behavior or attitude that denotes a lack of respect will not be tolerated. Some examples, but not exclusively, of disrespectful attitude and behavior could be: use of rude vocabulary, any form of intimidation, continuous interruptions, not following the instructor's instructions. Students with inappropriate behavior must leave the course.

Please do not:

- Eat or drink in class.
- Use mobile phones.
- Use the computers for uses that are not related to the class.
- Interrupt the class by entering late or leaving early.
- Disrespect the instructor or classmates.

CONTENT SEQUENCING (Course Calendar)

Course content and class assignments and activities may be subject to modifications according to the progress and needs of the class. In this case, you will be informed well in advance. Insofar as the course focus is Spain today, please be attentive to Spanish print, broadcast, and online media.

THEMATIC CONTENT	CLASS ACTIVITIES	TASKS
SESSION 1 Welcome, introduction, presentation of the course and reading the syllabus.	What do you know about Spain, Andalusia, and Seville? Introduction to the course: what do we know about Spain, Andalusia and Seville? Group / pair activity for later sharing in front of the whole class. Dismantling topics. Myths, curiosities and urban legends about our country. In pairs, discuss the truth of certain statements.. What are some urban legends in Spain? And in America?	Talk with your friends, family and classmates and write an expository text about the use of social networks and personal relationships over the internet in 180-200 words. Do it by giving your opinion and giving advice to make proper use of social networks for various purposes. It should have three parts: the introduction, the body of the argument and the conclusion.

	Sánchez, M. (2016)...in Spain we have very strange schedules https://verne.elpais.com/verne/2016/03/18/articulo/1458309794_132930.html	Use concluding constructions to connect ideas. Use the subjunctive and the imperative.
SESSION 2 Read, listen and talk about personal relationships through the internet. Review and extension of the final constructions: <i>para (que); a (que); con el fin de (que)/ con el objetivo de (que)</i> Review and expansion of constructions with indicative / subjunctive: <i>aunque; a pesar de (que); por mucho/más que; y eso que; por muy</i> adjective/adverb + <i>que; por poco + que</i> Use and abuse of social networks: <i>facebook, flickr, twitter, myspace, linkedin.</i>	The revolution of the internet Interaction in pairs with questions and answers related to social networks. The before and after of the internet. Opinion and discussion in groups on the use of the internet by Spaniards. And the Americans? Talk and discuss the use of social networks: advantages, disadvantages, dangers... Online Shopping Reading and analysis of various articles in various newspapers about young people's engagement with social networks. JUDIT CASTAÑO BARCELONA 06/10/2021 Un estudio revela que los menores españoles pasan más de 600 horas al año solo en Instagram https://www.lavanguardia.com/tecnologia/redes-sociales/20211006/7771214/estudio-revela-menores-espanoles-pasan-mas-600-horas-ano-instagram-pmv.html Benito, I. (2009). Un tercio del tiempo libre en la línea. https://elpais.com/sociedad/2009/04/05/actualidad/1238882402_850215.html Talk: Have you or a friend of	Read the document: Real Instituto Elcano (2015) <i>La reputación de España en el mundo: Country Reprtrak 2015</i> http://www.realinstitutoelcano.org/wps/portal/rielcano_es/content?WCM_GLOBAL_CONTEXT=/elcano/elcano_es/observatoriomarcaespana/reputaoninstitute-elcano-reputacion-de-espana-en-el-mundo-countryreprtrak-2015resource

	yours experienced a love story online? Tell your classmates about it. Debate: Relationships / personal relationships through the Internet. Debate: Face-to-face vs online teaching and learning. Advantages and disadvantages of online learning. What do you think of older people getting into social networks, learning to handle IT?	
SESSION 3 Functional resource: Ask for and give an opinion. Interrupt- Indicate that you can resume the speech. Ask someone to be silent- Indicate that you want to continue with the speech (in the Debate).	Spain in the world. Debate and share the document we read: Real Instituto Elcano (2015) <i>La reputación de España en el mundo: Country Reptrak 2015</i> http://www.realinstitutoelcano.org/wps/portal/rielcano_es/content?WCM_GLOBAL_CONTEXT=/elcano/elcano_es/observatoriomarcaespana/reputationinstitute-elcano-reputation-de-espana-en-el-mundo-countryreptrack-2015	Article reading: Mayte Rius (2016) "Así son hoy los hogares españoles" https://www.lavanguardia.com/vida/20160406/40920477990/types-of-family-single-parent-households-ine.html María Menéndez (2014) "La invisibilidad de la violencia entre parejas gays y lesbianas, que exigen más protección y recursos" https://www.rtve.es/news/20141128/invisibility-violence-between-gay-lesbian-couples-demand-more-protection-resources/1056281.shtml Talk to your friends, family and classmates and write 250-300 words about different family models. It should have three parts: the introduction, the body of the argument, and the conclusion.

		Then you must present your conclusions in class. Essay 1
SESSION 4 Resources to express purpose. Resources to offer or present objections using the indicative and the subjunctive. React contrary to what was stated in the previous sentence. Terms related to personal relationships and values. Recognising and using colloquial expressions.	Family and couple relationships. Video viewing: RTVE (2009) "¿Te acuerdas? La revolución del modelo de familia en España" https://www.rtve.es/play/videos/te-acuerdas/acuerdas-revolucion-del-modelo-familia-espana/538103/ Time differences and conciliation. News: Nogueira, C. (2011). Familias a la medida. https://elpais.com/diario/2011/06/18/sociedad/1308348001_850215.html Jan, C. (2010). Cuando papá hace tanto como mamá. https://elpais.com/diario/2010/10/11/sociedad/1286748001_850215.html Debate and sharing about the articles read and: What is the Spanish family like? Requena Aguilar, A. (2017) La familia ya no es lo que era: historias que nuestros abuelos no imaginaban. https://www.eldiario.es/nidos/familia-historias-abuelos-imaginaban_1_3161387.html	Viewing and creating ideas for class discussion of the short "El viaje de Said" https://www.youtube.com/watch?v=gDyNPNBfNSQ Investigate: Is there a young person in your family who has had to leave the country to look for work? How has their experience been? Ask an immigrant about their experience and write a 180-200 word text about population movements. Formulate real or unreal hypotheses using <i>if</i>, extend the use of conditional connectors (con tal de que, como, en caso de que).

SESSION 5 Express appreciation and express likes and interests. Conditional sentences with <i>if</i>: • The pluperfect subjunctive. • Resources to express real and unreal conditions. • Unreal conditional sentences in the past. • Other conditional conjunctions: <i>a condición de que/ con tal de que; en caso de que; como; a no ser que/ a menos que /excepto que</i>.	Population movements: emigration, immigration Viewing of the film: Un franco, 14 pesetas, following a discussion on the film: https://www.rtve.es/play/videos/version-espanola/version-espanola-franco-14-pesetas/1031261/ Debate: Why are Spaniards leaving Spain? Why do migrants come to Spain? Hand in Draft 1 of Essay 1	Reading from: Fernanda Nieva: Migrantes y terrorismo: una vinculación tendenciosa http://piensacritico.org/wp-content/uploads/Migrantes-y-terrorismo-maria-fernanda-nieva.pdf Ideas for debate.
SESSION 6 A review and extension of temporal sentences with indicative and subjunctive: temporal conjunctions. Comparative constructions: Proportional comparative sentences.	Immigration vs Refugees: A European Problem. Migrants and refugees https://news.un.org/es/news/topic/migrants-and-refugees Division of articles and discussion Debate on immigration: positive and negative aspects.	Reading the news: Las ejecutivas tiran la toalla Conciliación familiar y laboral: ¿una utopía? AGENCIAS 21/12/2020 https://www.lavanguardia.com/economia/20190829/464269648513/conciliacion-familiar-laboral-una-utopia-brl.html https://elpais.com/diario/2007/11/10/sociedad/1194649201850215.html Does machismo still exist? Develop ideas for discussion. Research exercise: how have women progressed? Write a text of 250-300 words. about population movements Formulate real or unreal hypotheses using <i>if</i>, expand the use of conditional connectors (<i>con tal de que, como, en caso de que</i>) Essay 2
SESSION 7 Express possibility Express appreciation Express agreement and disagreement	The role of women in Spanish society Olías, L. (2018) Feminism marks the first of May: “todavía hay	Investigate: What educational law is currently in force in Spain?

	mucha desigualdad en los trabajos". (https://www.eldiario.es/economia/primer-mayo_1_2142827.html) Ríos, M. (2015) De cincuentonas a cincuentañera. (https://www.lavanguardia.com/vida/20151108/54439661714/de-cincuentonas-cincuantaneras.html) Debate on Spanish women: What is it like being a woman? How has it evolved? Are there differences between Spain and the US? And what about feminism? Hand in Final Version of Essay 1	Ask your closest circle, why have there been so many changes in the education law? Ideas for class discussion.
SESSION 8 Resources to express real and unreal conditions. Express conditions of difficult realization. Express conditions with threat value. Express reproach. Education-related resources.	Education Antonio Baena (2013) "¿Cómo son los sistemas educativos en el resto de Europa?" (https://www.antena3.com/noticias/sociedad/cmo-son-sistemas-educativos-resto-europa_2013101057458ffc4beb287180b6f48d.html) Victoria García (2015) "Cambia el mejor sistema educativo de Europa" (https://cadenaser.com/programa/2015/03/21/hora_14_fin_de_semana/1426949819_810144.html) Elsa García de Blas (2014) "La escuela española desaprovecha el potencial de los inmigrantes" (http://sociedad.elpais.com/sociedad/2014/04/03/actualidad/1396558406_207006.html) Discussion: Enrique Pérez (2016) "¿Educación pública o concertada? Las claves de la batalla, en	Talk to your Spanish friends about the socio-economic problems of young people today. Read: Lucas de la Cal (2016) "Soy afortunado, vivo solo y no dependo de mis padres" at (https://www.elmundo.es/sociedad/2016/03/01/56d41100e2704e81788b45c5.html)

	cifras " https://www.telecinco.es/informativos/sociedad/Educacion_publica-educacion_concentras_0_2184000377.html	
SESSION 9 Read and talk about the social and economic problems of young people. Words that function as a subject: The subject pronoun: presence and absence Prepositions. Review and extension of prepositions <i>para</i> and <i>por</i>: contrasts and neutralization Review and extension of verbs followed by prepositions. Express emphasis with the presence of the subject. Partially accepting another person's opinion. Language functions: recommend, propose, invite.	Social and economic problems: young people, the welfare state, etc. Family economy: ¿Por qué los jóvenes viven con sus padres? Garijo, M. Gil, J. and Galarraga, N. (2011) Somos la generación mini: ni Psoe, ni PP. https://elpais.com/politica/2011/05/17/actualidad/1305584304_704656.html Natalia Jiménez (2016) "España no es país para jóvenes" http://www.elmundo.es/sociedad/2016/02/29/56d443ad46163f5f298b45f2.html Lucas de la Cal (2016) "La situación es muy frustrante" http://www.elmundo.es/sociedad/2016/03/01/56d49fb7ca4741cb528b4577.html Lucas de la Cal (2015) "Talento joven contra la crisis" http://www.elmundo.es/espana/2015/03/09/54fc883f268e3e422f8b456d.html Hand in Draft 1 of Essay 2	Review of all the topics covered so far and reflection on them.
SESSION 10 Unit Review. Preparation of the Midterm project	Review activities for the preparation of the Midterm project.	Preparation for the Midterm project.
SESSION 11	MIDTERM PROJECT PRESENTATION AND HAND IN WRITTEN SUMMARY	Talk with your family about what the traditional Mediterranean diet is like and how it is changing. Ideas for class discussion.

		Ask your family to give you a traditional cooking recipe to bring to class.
SESSION 12 - Passive constructions with ser y estar. - Reflex passives - Impersonal constructions The impersonality expressed with the second person. <i>Tú</i> Look at and study the use of the passive reflex in a cooking recipe.	The Mediterranean diet: We will learn different dishes through sharing the recipes. We visit the Triana Market RTVE(2013) "Debate: alimentos ecológicos, ¿sí o no?" https://www.rtve.es/play/videos/para-todos-la-2/para-todos-2-de-bate-alimentosecológicos/1710737/ Reading by: Moha Gereou (2015) "The boom of organic food in Spain: bubble or a sustainable trend?" https://www.eldiario.es/economia/existe-burbuja-precios-productos-ecologicos_1_2373570.html	Ríos, D. (2015). Cuatro años de 15M: ruptura del bipartidismo y regeneración https://www.infolibre.es/noticias/politica/2015/05/15/15_cuarto_aniversario_32665_1012.html Prepare ideas for presentation
SESSION 13 Express temporary relationships of present, past and future. Compare. Give advice and express wishes. Express reasoned opinions Review of the future, future perfect and the conditional.	The new political movements Ni Psoe Ni PP: ¿qué significa? García de Blas, E. and Manetto, F. (2016) Cinco años después, el 15M quiere gobernar. https://elpais.com/politica/2016/05/14/actualidad/1463252131_317129.html Debate: Las consecuencias del "Spanish revolution" (15M) Desde 2011 hasta hoy. La regeneración política. Hand in Final Version of Essay 2	Have you ever needed to use the Spanish public health system or do you know a colleague who has done it? If not, ask your family. How was the experience? Comparison with the public health of your country. What was Spain like 50 years ago? Has it changed a lot? Has almost nothing changed? Ask your families and write a text of 250-300 words stating your ideas. Uses: - Comparative and temporal sentences. - Future and conditional. Essay 3
SESSION 14 Review and extension of	The national health system.	Research exercise on the leisure of Spaniards in the XXI

comparative constructions: Proportional comparative sentences.	RTVE (2012) "2012, el año de la transformación del sistema nacional de salud" https://www.rtve.es/play/videos/telediario/2012-ano-transformacion-del-sistemanacional-salud/1629106/ Marciano Sánchez Bayle (2014) "Problemas fundamentales de la Sanidad Pública y alternativas para abordarlos" https://www.nuevatribuna.es/opinion/marciano-sanchez-bayle/problemas-fundamentales-sanidad-publica-y-alternativas-abordarlos/20140225141453101156.html Marciano Sánchez Bayle (2014) "Algunas reflexiones sobre el éxito de la 'marea blanca" https://www.nuevatribuna.es/articulo/sanidad/algunas-reflexiones-exito-marea-blanca/20140209191447100703.html Jeffrey Young (2014) "¿Por qué la nación más rica del mundo sigue sin tener una atención sanitaria en condiciones?" http://www.huffingtonpost.es/2015/01/03/sanidad-eeuu-mala_n_4965482.html Class debate	century and investigate the "parrillas de TV". http://servicios.elpais.com/programacion-tv/
SESSION 15 Read, listen and talk about hobbies and free time. Extension of the subjunctive: reduplicated constructions Review and extension of the resources to express doubt and probability. Express wishes or the impossibility of a wish. Resources for discussing rare hobbies. Propose and reject free time	Leisure in the 21st century Preparation of a questionnaire for the street about free time. Minimum three interviews, maximum five. Smart TV News: How did they have fun before and how do we have fun now? Spanish TV Series: Cuéntame cómo pasó "Cap.3: A lo lejos el mar".	Traveling is one of the great hobbies of many people. Write a project to take a trip that has existed since the Middle Ages and that has more followers every day: The Camino de Santiago. Find out about the Camino by searching for videos on YouTube and talk about: • Approximate dates • Accommodation • Duration of the trip

activities. Decline an invitation without offending. Rectify previous ideas that are considered negative	https://www.rtve.es/play/videos/cuentame-como-paso/cuentame-como-paso-t1-capitulo-3/385761/ Listening comprehension exercise on free time in the lives of adolescents. First, individually, we will fill out a questionnaire about hobbies and then we present it orally. What have been the most mentioned hobbies? And the strangest? Hand in Draft 1 of Essay 3	• Necessary equipment • Number of routes • Feelings about a potential decision to embark on the Camino
SESSION 16 Some Spanish hobbies. Vocabulary related to sports. Extreme sports. Sport with the Wii. Recognizing colloquial expressions and using them. Made phrases and sayings. Vocabulary related to travel and pilgrimages.	The road to Santiago. Discuss various hobbies or activities that Spaniards do in their free time, using the interviews you did in session 15 with passers-by and explain whether people in your country also practice these activities or other similar ones. • Play sports: tennis, soccer, basketball, skate. • Watch football matches in bars, at friends' houses. • Make excursions: beach, mountains, countryside. • Have coffee with friends • Go for tapas / drinks • Meet with friends to go to the cinema, theater, opera. • Going out. • Organize online meetings.	Ideas for class discussion: Evolution of religious symbols at school and at work. Spain and Europe. Abellán, L. (2016) La abogada general de la UE respalda la prohibición del velo en el trabajo. http://internacional.elpais.com/internacional/2016/05/31/actualidad/1464685642_291140.html
SESSION 17 Functional Resources Ask and give an opinion Ask if you agree Express agreement and disagreement Express appreciation	The clergy and the state. Gutiérrez, V., and Romero, JM (2013). España aconfesional o católica.. De Zárraga, JL (2009). Menos católicos más ateos.	Investigate: How many Sevillians participate in Holy Week? Why do they do it? How many Spaniards go to mass? What ages? And the younger

	https://www.publico.es/espana/menos-catolicos-mas-ateos.html Gutiérrez Calvo, V. (2013) España aconfesional y católica. https://elpais.com/politica/2013/12/04/actualidad/1386184107_688211.html BBC.com (2016) The outrage over the image of some policemen forcing a Muslim woman to undress on a beach in France. https://www.bbc.com/mundo/noticias-internacional-37180691 Cornejo, L. (2017) A vigilante calls the Police to force two Muslim women to undress on the lawn of a municipal swimming pool. https://www.eldiario.es/sociedad/vigilante-policia-desvestirse-musulmanas-municipal_1_3207835.html	generation? Is Spain a Catholic country? What has happened in the last 40 years of democracy? Investigate two other very important celebrations for the city of Seville: The Seville Feria Bullfighting Ideas for debate.
SESSION 18 Read, listen and talk about learning a language in relation to the five senses. The articles: Indeterminate and determined Absence of articles Verbs of change and their relations with <i>ser</i> y <i>estar</i> Review of past times.	One of the Spanish festivals where all the senses are most reflected is Holy Week. We reflect and express our opinion on this statement after viewing various videos about Holy Week in the streets of Seville, we touch a robe and a Nazarene mask, we smell incense, we listen to Easter music and we eat torrijas. Getting to know the Seville Feria Viewing of part of a bullfight Debate: Bullfights: Art or torture?	Investigate: How many languages are spoken in Spain? Are there regional stereotypes?
SESSION 19 Express temporary and permanent changes Language and the senses. The	Autonomies, nationalisms and regionalisms Euskalerrria and nationalism: The Basque problem. Debate.	Write an expository text expressing the result of your research on Catalan independence.

expression of feelings Use new resources to express changes.	Investigate in groups about the Catalan independence movement, Galician and Valencian. Ramonet, I. (2016). El referéndum y otras líneas rojas. (https://elpais.com/ccaa/2016/04/08/catalunya/1460138103_353159.html) Noguer, M. (2017) ¿Quiere que Cataluña sea un estado independiente de España? (https://elpais.com/politica/2017/05/21/actualidad/1495388431_217729.html) García de Blas, E. y Pérez, F. (2017) La fiscalía estudia si hay delito en el borrador de ley de ruptura. (https://elpais.com/politica/2017/05/22/actualidad/1495440484_904011.html) Debate on Catalonia Hand in Final Version of Essay 3	
SESSION 20 Positive and negative aspects between Spain and the US Reflections on the teaching-learning process Express appreciation	Violence in the classrooms. We reflect on 5 positive and negative aspects of Spanish society. Think of 5 positive and negative aspects of American society. Differences between the American dream and the Spanish dream. Prepare ideas for discussion.	Write an expository text evaluating the process of your personal and group learning, effectiveness of the instructor, and cooperation among classmates throughout the course. Highlight strengths and weaknesses.
SESSION 21	Recap and discussion: What have we learned about Spain? Prepare Final Project.	Prepare Final Project.
SESSION 22 END OF THE COURSE	Presentation of the final project: "My semester in Seville" and	-----

	hand in a written summary. Presentation of projects with ICT support. Farewell to the course.	
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BIBLIOGRAPHY

• Compulsory

All materials used in this class will be given to students through the Spanish Institute. Gradually and throughout the course newspaper texts and articles will be read. The different articles come from the following sources:

- <http://www.elpais.es>
- <http://www.elmundo.es>
- <http://www.muyinteresante.com>
- <http://www.eldiario.es>
- <http://www.lavanguardia.es>
- <http://www.infolibre.es>
- <http://www.expansion.es>

• Recommended

- GRAMMAR
 - RAE. *New grammar of the Spanish language. Manual*. Madrid: Espasa-Calpe, 2010.
 - GÓMEZ TORREGO, L. *Speaking and writing correctly*. Normative grammar of Spanish. Madrid: Arco Libros, 2006.
 - SÁNCHEZ, A. Y SARMIENTO, R. *Practical grammar of current Spanish: Spanish for foreigners*. Madrid: SGEL, 2008, 2nd ed.
- DICTIONARIES
 - *Key. Dictionary of current Spanish usage*, accessible online at <http://clave.smdictionaries.com/app.php>
 - *Dictionary of the Royal Spanish Academy*, accessible online at <http://lema.rae.es/drae/>
 - *Pan-Hispanic Dictionary of Doubts*, accessible online at <http://lema.rae.es/dpd>
 - Spanish-English and English-Spanish dictionaries *WordReference*, accessible online at <http://www.wordreference.com/>