



**Course: S-02**

**SPANISH LANGUAGE AND CULTURE II**

(45 contact hours – Language of instruction: Spanish)

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**Course Description**

This intensive 3-week course is designed for students who have completed three semesters of university Spanish language instruction or equivalent. The goal of the course is to expand students' grammatical knowledge and communicative competence while fully immersing them in the culture of Seville and Andalusia. The core theme is **Building confidence and fluency for daily life and social interaction in Seville**. The focus is predominantly linguistic, with cultural content serving as the primary vehicle for language practice. Experiential learning, including mandatory co-curricular activities and field trips, is integrated into the class hours to foster intralinguistic and intercultural competence. The course follows a communicative approach and a Task-Based Learning (TBL) model, and if possible, a Challenge Based Learning model with Design Thinking for the team project.

After completion of this course, the level acquired by the students will be B1.2/B2.1 (CEFR) or high intermediate/low advanced (ACTFL).

**Learning Objectives**

Upon successful completion of this course, students will be able to:

- **Oral Production:** Initiate and sustain complex conversations in Spanish on cultural and personal topics with an ability to self-correct and restate when not understood.
- **Linguistic Competence:** Demonstrate understanding and accurate use of Spanish grammar at the B2.1 level, including various verb moods and tenses.
- **Written Production:** Produce clear, detailed text and articulate thoughts using complete, coherent sentences in Spanish in formal and informal contexts.
- **Intercultural Competence:** Analyze and discuss cultural aspects of Spain and Andalusia through art, history, and daily life, reflecting on their experiences and recognizing cultural behaviors and perspectives.



### Methods of Instruction

The course follows a **communicative model** with continuous tasks requiring active participation. The approach emphasizes **Task-Based Learning (TBL)**, **Challenge Based Learning (CBL) with Design Thinking** and **Experiential Learning**, using Seville as background for active learning. The course covers all language skills: spoken interaction, spoken production, writing, reading, and listening, with an emphasis on developing oral and written interaction. Attendance to class and out-of-classroom activities is mandatory.

### Assessment and Final Grade

- **Midterm Exam:** 20%
- **Final Exam:** 20%
- **Oral Tasks/ Team Project:** 20%
- **Written Tasks/Report of Team Project:** 20%
- **Participation in class:** 20%

### Requirements

#### Midterm Exam and Final Exam

The midterm and final exams are cumulative; this means that they consist of all the materials studied up to that point. Each exam will likely contain all of the following components:

a) Grammar and Vocabulary (30%), b) Reading comprehension (15%), c) Writing (15%), d) Listening comprehension (20%) and e) Cultural component (20%).

#### Oral Tasks

On designated dates during the semester the student will have to present three oral tasks:

**Oral presentation:** This is an individual, out-of-class assessment. Students will record a video introducing their family/friends and a linguistic autobiography. Each presentation should last from 5 to 10 minutes.

**Oral interview:** This is a team, out-of-class assessment. Students will prepare an interview with someone relevant for their team project. The conversation should last about 10 minutes and will be recorded with video and sent to the professor.

**Oral presentation in class of the team project:** The teams will have to present their projects during the last week of classes. The presentations should last from 10 to 15 minutes.



The assessment of the oral tasks will not only consider linguistic competence (lexical competence, grammatical competence, phonological competence) but also pragmatic and intercultural competences (coherence and cohesion, thematic development, fluency).

### **Written Tasks**

The students will have to carry out a mini project, preferably in teams, about a topic of their choosing having to do with Spanish language and/or culture. Design Thinking will be used to carry out the project in teams of 2 to 4 students. Each student will have to present at the end of the three weeks an individual reflective diary where they will reflect on all they learn during the course and where they collect a list of errors they detect and a list of expressions and vocabulary that they have learnt and which are of interest to them. They will also have to present a short portfolio or report covering what they have done to carry out the team project.

### **Participation in class**

Participation is valued as a meaningful contribution in the digital and in person classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers or people of Seville during the cultural visits, and attentiveness on outside-of-classroom activities.

### **WEEKLY SCHEDULE**

#### **Week 1: Identity and Integration in Seville**

##### **Class 1 “Yo soy yo y mi circunstancia”**

Course Introduction. Life in the City: Everyday Interactions

Students greet each other and they introduce themselves. They ask each other questions about their studies, hobbies, and favorite activities to do in the city. They use the appropriate expressions to describe interests, skills, and abilities. There is an introduction to the class and requirements.

Linguistic Content:

- Grammar: verbs accompanied by pronouns (hacerse, volverse, ponerse, quedarse), dársele bien/mal, adjectives buen y gran
- Vocabulary: abilities, talents, emotions



Cultural Content: Politeness differences between the Spanish and English and between the Spanish of Spain and Latin American Spanish.

## **Class 2**

Using Spanish language knowledge creatively, students continue to talk about their talents and abilities. They elaborate on any challenges they have had to face in the city and practice describing their emotions. Then, they ask each other questions about people they admire and look up to. Teams are created according to common interests about Spanish language and/or culture. Topics for the projects are decided.

Linguistic Content:

- Grammar: Directed motion in English and Spanish
- Vocabulary: Path Verbs of motion in Spanish: entrar, salir, meter, sacar, volver, etc.

Cultural Content: Intercultural encounters and misunderstandings between Spanish and American English speakers.

## **Class 3**

Career Building: Students express professional interests and motivation. They spend time exploring job ads and, in groups or pairs, discuss their qualifications and experience. Students also practice writing a mock motivation letter to apply for a job or internship in Spain, or related to their projects, a request for an interview.

Linguistic Content:

- Grammar: Gender, Ser and estar
- Vocabulary: Adjectives used with ser, estar or both. Names of jobs and professions, skills

Cultural Content: Gender inequality still persistent in Spanish society and how they are reflected linguistically and how many new feminine names for professions have been created in the last few decades fostering inclusive language to deal with gender inequality.

## **Class 4**

Students share in class their favorite song in Spanish. They teach their peers about what they learnt about Spanish language and culture from that song.



Linguistic Content:

- Grammar: Ir, venir, seguir, andar, llevar + -ndo verb forms ; prepositions por y para; hasta
- Vocabulary: Vocabulary present in the lyrics of the songs the students share. Gipsy Vocabulary present in Rosalía's lyrics

Cultural Content: Musical journey around the Spanish speaking world. We will see how the lyrics of some songs perpetuate gender roles and gender discrimination. We will discuss the accusations about cultural appropriation that the singer Rosalía received at the beginning of her career.

### Class 5

We meet at the entrance of callejón de la Inquisición, in Triana. We walk along the bank of the river and talk about how the Spanish Inquisition had their headquarters and jail in Sevilla in the proximity. Then we visit the ruins that are located at the Mercado de Triana. We visit the market. Students interact with the vendors. Finally, we cross the Triana bridge and we visit Mercado Lonja del Barranco.

Linguistic Content:

- Grammar: Use of Subjunctive in non-subordinated sentences, to express commands, uncertainty, wishes and regrets
- Vocabulary: Tapas and food Vocabulary

Cultural Content and Activity: **The Rhythm of the City:** Analyzing daily schedules and social etiquette (tapas culture, meal times). Activity (Mandatory): Visit to the Mercado Lonja del Barranco and the Mercado de Triana to interact with vendors. We will also visit the ruins of the Inquisition Castle, the callejón de la Inquisición and the Guadalquivir river banks.

### Week 2 Theme: History, Tradition, and Social Debates

### Class 6

Linguistic Content:

- Grammar: Use of subjunctive in nominal sentences with "que"
- Vocabulary: Arqueología, Folclore y artes populares



Cultural Content and Activity: Visit to Plaza de España and Plaza de América in María Luisa Park. The students will be given the choice the Archeological Museum or the Museum of Folklore and Popular Arts.

### **Class 7**

Linguistic Content:

- Grammar: Use of subjunctive in adjectival or relative clauses
- Vocabulary: related to cultural traditions and animal right

Cultural Content: Debate about bullfighting as an artistic and cultural tradition or as a form of cruelty to animals that should be banned.

### **Class 8**

Linguistic Content:

- Grammar: Use of subjunctive in adverbial clauses I
- Vocabulary: Vocabulary related to traditional celebrations and religious events

Cultural Content: Spanish cultural and festive celebrations: Christmas, Easter, Feria, Rocío pilgrimage, St John's night in June.

### **Class 9**

Linguistic Content:

- Grammar: Use of subjunctive in adverbial clauses II
- Vocabulary: Vocabulary for contrasting traditions and customs

Cultural Content: Halloween versus Día de los Muertos. Influence of other cultures in our celebrations. Discussion on cultural assimilation versus appropriation.

### **Class 10**

Linguistic Content:

- Grammar: Uses of "se", impersonal and passive voice
- Vocabulary: Historical and architectural terminology



Cultural Content: We walk through the old city. We stop in the places connected to kings Ferdinand III and his son Alfonso X. We visit the Church of El Salvador. We end up in Mercado de la Encarnación and Las Setas discussing how the city blends historical and modern architecture.

### **Week 3 Theme: Storytelling and the Future**

#### **Class 11**

Students will bring to class either a clip of a movie in Spanish that they like especially or a fragment of a literary work in Spanish. They will try to teach their peers what they have learnt about Spanish language and culture from them.

Linguistic Content:

- Grammar: Imperfect and preterite distinction I
- Vocabulary: Film/literary vocabulary

Cultural Content: Literature, Movies and other cultural manifestations

#### **Class 12**

Linguistic Content:

- Grammar: Imperfect and preterite distinction II. Other past tenses in indicative and subjunctive
- Vocabulary: Vocabulary related to exploration, colonization, and historical documentation

Cultural Content: Discussion on the historical impact of Seville's role as the gateway to the Americas. Visit to Barrio de Santa Cruz, Catedral, Giralda and Archivo de Indias. If there is an exhibition, we will visit it.

#### **Class 13**

Linguistic Content:

- Grammar: Use of Future and Conditional tenses to express probability and make guesses and predictions.
- Vocabulary: Turismo



Cultural Content: **The Future of Seville:** Discussing sustainable tourism, urban development, and social challenges (e.g., climate change, economy). Students make predictions about the city's next decade.

#### **Class 14**

Linguistic and Vocabulary Content: Review of what has been taught during the three weeks.

**Team Project Presentations.** In-class workshop. Teams work on their presentations. The instructor circulates for feedback. Practice sessions with peer feedback. Students present an excerpt of their team project, receive peer feedback, and refine their presentation and report based on the Design Thinking process.

#### **Class 15**

#### **Final Team Project Presentations**

#### **Final Exam**

#### **Assessment and evaluation of the whole course**

#### **Required Materials**

- A dedicated course digital space (e.g., Google Drive, Google Classroom, OneDrive, Microsoft Teams or PERUSALL, to be agreed upon with students) for assignments and resources.
- Materials Packet: A curated collection of readings, audiovisual materials, song lyrics, and film clips will be used during the course. Students will also contribute to the creation of the materials with their class projects and activities.

*This syllabus may be subject to minor adjustments to better suit the specific needs of the students, while ensuring that all learning outcomes and assessment criteria are fully met.*