

CENTER FOR INTERNATIONAL PROGRAMS AND SUSTAINABILITY STUDIES

Name of the course: Basic 1

Course code: SPN 101 / A1 (*Common European Framework*)

Total number of hours: 80 hours of direct teaching.

Number of hours per week: 20 hours per week.

Number of hours of independent study: 10 hours per week.

Requirement: does not have requirements

Course Description:

Throughout the four weeks the student develops a basic linguistic capacity that allows him / her to get along in simple communication situations. He or she gets to know basic grammatical structures, vocabulary and the appropriate expressions to communicate with his / her families and friends, also to interact, handle situations in the restaurant, the store, buses, etc.

The course answers the question How to use the four skills of the initial level of Spanish language to communicate and perform in everyday and immediate situations?

To answer this question the following topics will be studied:

- Introduction to phonetics: vowels, alphabet, syllables.
- Grammatical structure Affirmative sentences, negative, questions, negative and positive answers, regular and irregular basic verbs in the present, verbal periphrasis, periphrastic future, verb gustar in the present, demonstrative and possessive adjectives, prepositional place locutions.
- Basic vocabulary. (personal presentations, descriptive adjectives, family, room, community, weather, clothing, human body, occupations, food)

The following skills will be promoted throughout the course:

- Basic ability to pronounce in Spanish.
- Basic ability to write in Spanish about simple situations.
- Basic ability to understand simple situations in Spanish, both oral and written.
- Basic ability to ask and answer questions in Spanish.
- Basic ability to give personal information

Values and attitudes to be promoted among students are:

- Teamwork (know how to do)
- Sensitivity to another culture (know how to be)
- Communicative intelligence (knowing how to know)
- Interest in another language (knowing how to know)
- Interest in learning to learn
- Interest in socializing through communication (knowing how to know)

Competences, criteria and evidence

Competences for Veritas University are thoughtful and comprehensive actions that respond to the professional profile and the context's problems, with suitability and ethical commitment, integrating knowing how to be, how to do, and how to learn, within an improvement perspective.

Disciplinary and general competences are presented below, linked to their criteria and performance evidence for this course.

Types of competences	Performance criteria (Sub-competences)	Performance evidences
<p>Disciplinary</p> <p>The student uses simple expressions to communicate personal data and basic and concrete needs according to level A1 of the CEF.</p> <p>Linguistic competence Communicates through a limited use of very simple grammatical, syntactic and lexical structures to greet, introduce, order in a restaurant, ask and answer basic information.</p>	<ul style="list-style-type: none"> ❖ Recognizes basic vocabulary of his immediate environment. ❖ Elaborates questions and answers in simple and immediate contexts. ❖ Describes simple and immediate contexts about himself, the family and the community. 	<p>Observation and commentary of a movie.</p> <p>Presentations</p> <p>Compositions on the different topics discussed in class</p> <p>Scheduled practices</p>
<p>Socio-linguistic competence:</p> <p>Uses appropriately simple and everyday courtesy formulas (por favor, gracias, perdón, disculpe, lo siento, con permiso) to communicate properly in everyday life.</p>	<ul style="list-style-type: none"> ❖ Uses linguistic markers with rules of courtesy and popular expressions in the social dimension of the language use. 	<p>Dialogs between students</p> <p>Interview with a native speaker.</p>

<p>Pragmatic competence:</p> <p>Manages to express with pause, brief and learned statements to describe people, places and things related to his personal experience and his environment, as well as the family, the community and the house.</p>	<ul style="list-style-type: none"> ❖ Uses formulas to communicate appropriately in everyday life. ❖ Organizes words in his speech according to the A1 level in the CEF to produce coherent fragments in the language. ❖ Uses other components such as description of activities, places, people and objects to interact with other interlocutor(s). 	<p>Research project.</p>
<p>General</p>		
<p>To integrate the knowledge, skills and attitudes needed to learn continuously throughout life considering effective development in the knowledge society.</p>	<p>Learning to Learn</p>	
<p>To develop the knowledge, skills and attitudes needed to learn how to communicate orally and in writing in the different discipline areas that make up the curriculum.</p>	<p>Communicate disciplinary thoughts in oral, iconic and written form.</p>	
<p>Integrates the knowledge, skills and attitudes needed to learn teamwork and leadership techniques.</p>	<p>Teamwork and leadership</p>	
<p>Integrates the knowledge, skills and attitudes needed to learn interpersonal communication techniques.</p>	<p>Relating well with others Manage and resolve conflicts. How to negotiate knowing how to inspire trust and empathy Speak responsibly In depth listening</p>	

1. Linguistic Contents

1.1. Grammatical

Topic 1: Copulative verbs: ser and estar

Topic 2: Impersonal verbs: haber

Topic 3: Regular verbs -ar -er -ir

Topic 4: Irregular verbs: tener, venir, querer, poder, hacer, saber, poner

Topic 5: Present progressive: estar gerundio

Topic 6: Verbal periphrasis: querer + infinitivo., tener que+ infinitivo., ir a+ infinitivo., poder+ infinitivo., preferir+ infinitivo., haber + infinitivo.

Topic 7: Reflexive verbs: daily actions.

Topic 8: Direct pronoun: lo, la.

Topic 9: Special intransitive pronominal verbs: gustar, disgustar, costar, encantar, fascinar, doler, parecer and valer.

Topic 10: Defined and undefined articles

Topic 11: Types of nouns: gender and number.

Topic 12: Types of adjectives: qualifying adjectives based on attributes and adjectives related to nationalities.

Topic 13: Types of adverbs: interrogative and affirmative (también – tampoco), of quantity (poco, mucho, poquito) comparative and of place.

Topic 14: Pronouns: explicit - implicit personal, possessive pronouns, demonstrative pronouns.

Topic 15: Conjunctions: copulative y, e, ni disjunctive o, u, adversative

1.2. Lexical

Topic 16:

a) Greetings and conventional farewells: buenos días, hasta luego and others.

b) Formal and informal registration: usted(-es), vos, señora, don and doña

Topic 17: Vocabulary

a) Nationalities

b) Professions and occupations

c) Colors

d) Housing

e) Family

f) Community

g) Clothes

h) Weather

i) Numbers

j) Food (groceries, fruits, vegetables, legumes)

Topic 18: Local expressions and idioms, basic

Topic 19: Time

1.3. Orthographic

Topic 20: Identifies the types of strong and weak vowels in simple sentences.

- a) diphthong
- b) hiatus

1.4. Semantic

Topic 21: Relates words in the general context.

alto:(description) or stop, do not continue

el cura, la cura

2. Socio-linguistic contents

Topic 22: Expressions

- a) Formal and informal registration: usted (-es), vos
- b) **Greetings** ¿Qué tal?, ¿Cómo vas?, ¿Cómo amaneció?
- c) **Farewells:** Nos vemos, hasta pronto

Topic 23: Interjective phrases: ¡Díay!, ¡Hay que ver!, ¡Hey!, ¡Ojo!, Oh!

Topic 24: Positive Courtesy: show kindness

Con mucho gusto, de nada, muchas gracias, con todo gusto...

3. Pragmatic contents

Topic 25: Discursive capacity: is the capacity to order basic sentences to produce coherent fragments through regular, irregular verbs and verbal periphrasis. Links words with connectors like (y - entonces).

Topic 26: Functional competence, is divided into two categories:

- a) **Microfunctions** through brief statements of interaction:
A mí también me encantan las playas.
- b) **Macrofunctions** through description and narration in accordance with this beginner level.

La ciudad tiene muchas tiendas, supermercados y muchos monumentos.

Methodological orientation

The proposed approach is the one used by the European Common Framework (CEFR), which focuses on action insofar as it considers users and students who learn a language mainly as social agents, that is, they are members of a society that has to carry out tasks under certain circumstances, in a specific environment and within a specific field of action. (chap. 2, p.9).

This approach also takes into account cognitive, emotional and volitional resources, as well as the whole series of specific capacities that an individual applies as a social agent. (idem)

The use of language -which includes learning- includes the actions carried out by people who, as individuals and as social agents, develop a series of competences, both general and linguistic communicative competences, in particular. People use skills that are available to them in different contexts and under different conditions and restrictions, in order to carry out language activities that involve processes to produce and receive texts related to topics in specific areas, putting into play strategies that seem most appropriate to carry out the tasks they have to perform. The control that the participants have over these produces the reinforcement or modification of their competences. (CEFR, chap. 2, p. 9)

Learning strategies

The following learning strategies will be performed for the student:

- **Oral presentations**
 - a) The family.
 - b) The house (collage) and everyday actions
 - c) Ideal menu
 - d) Winter-summer fashion
- **Compositions**
 - a) Personal presentation and of someone important in his life (best friend, boyfriend, girlfriend, ...)
 - b) Description of his ideal home
 - c) Description of his community or city in his country.
 - d) Description of his favorite celebration (Christmas, birthday, Independence, Thanksgiving ...)
- **Observation and analysis of a movie.**
- **Dialogs**
 - a) Greetings, basic personal information and introduction of another person
 - b) In the restaurant
- **Interview**
 - a) Ask a Costa Rican for a typical recipe
- **Research project.**
 - a) Tour package
 - b) Comparison of a celebration between his country and the host country.
- **Scheduled practices**
 - a) Exercises from the book
 - b) Any other practice assigned in class

Teaching resources

For the good development of the course and to ensure learning, there is a collection of updated bibliographical recommendations, multimedia equipment for the individual presentations, furniture and acrylic slates for the weekly sessions, and readings supplied by the professor that can be a complement for the proposed project activities, as well as the different didactic techniques mentioned that give students a greater possibility of appropriating knowledge. Most lessons will take place in the classroom.

The student will be able to use during independent work hours the library of the institution, the study rooms or the computer laboratories, as well as any other areas in the university campus, since it has free access wireless Internet for all students, teachers and administrators.

Evaluation of learning

Competence assessment is the process by which evidence is gathered and a judgment or opinion about it is formed, taking into account preset criteria to give feedback in order to improve the suitability of the course or program. Evaluation of the course, must be consistent with the competences and the teaching methodology. For each category of evaluation there is a rubric, that, although it gives a score, is a quantitative and qualitative description of the student's performance. Rubrics include performance criteria for general and disciplinary competencies.

RUBRICS	WEIGHTING
4 Oral presentations	20%
Written compositions	10 %
Analysis of film	10 %
Dialogs	10 %
Interview report	10%
Research projects	25 %
Scheduled practices	15 %
TOTAL POINTS	100 %

Rubric for evaluation

1. Four oral presentations: promote the use of the three communicative competences such as linguistics, sociolinguistics and pragmatics. There will be four oral presentations on: 20% (5% each)

- a. The family.
- b. The house (collage) and everyday actions
- c. Ideal menu or food pyramid
- d. Winter-summer fashion

Indicator	Excellent (5pts)	Very good (4pts)	Good (2.5pts)	Insufficient (1pt)
Use simple syntactic structures in indicative				
Handles the vocabulary relevant to the subject				
Identify semantic fields in simple situations				
Recognize idioms and basic expressions				
Organize sentences with coherence and natural sequence				

2. Four compositions: promote the use of the three communicative competences such as linguistics, sociolinguistics and pragmatics. 10 % (2.5% each)

- a. Personal presentation and of someone important
- b. Description of his ideal home
- c. Description of his community or city in his country.
- d. Description of his favorite celebration

Indicator	Excellent (5pts)	Very good (4pts)	Good (2.5pts)	Insufficient (1pt)
Use simple syntactic structures in indicative				
Handles the vocabulary relevant to the subject				
Identify semantic fields in simple situations				
Recognize idioms and basic expressions				
Organize sentences with coherence and natural sequence				

3. Analysis of a film: shows the ability to put into practice the three communicative competences such as linguistics, sociolinguistics and pragmatics. 10%

Indicator	Excellent (5pts)	Very good (4pts)	Good (2.5pts)	Insufficient (1pt)
Use simple syntactic structures in indicative				
Handles the vocabulary relevant to the subject				
Identify semantic fields in simple situations				
Recognize idioms and basic expressions				
Organize sentences with coherence and natural sequence				

4. **Two dialogs:** shows the ability to put into practice the three communicative competences such as linguistics, sociolinguistics and pragmatics 10%

Indicator	Excellent (5pts)	Very good (4pts)	Good (2.5pts)	Insufficient (1pt)
Use simple syntactic structures in indicative				
Handles the vocabulary relevant to the subject				
Identify semantic fields in simple situations				
Recognize idioms and basic expressions				
Organize sentences with coherence and natural sequence				

5. **Report on interview to a Costa Rican:** Interacts with Spanish speakers on cultural topics. 10%

Indicator	Excellent (5pts)	Very good (4pts)	Good (2.5pts)	Insufficient (1pt)
Use simple syntactic structures in indicative				
Handles the vocabulary relevant to the subject				
Identify semantic fields in simple situations				
Recognize idioms and basic expressions				
Organize sentences with coherence and natural sequence				

6. **Two research projects:** shows the ability to put into practice the three communicative competences such as linguistics, sociolinguistics and pragmatics. 25%
1. Comparison of a celebration between his country and the host country.
 2. Tourist package.

Indicator	Excellent (5pts)	Very good (4pts)	Good (2.5pts)	Insufficient (1pt)
Use simple syntactic structures in indicative				
Handles the vocabulary relevant to the subject				
Identify semantic fields in simple situations				
Recognize idioms and basic expressions				
Organize sentences with coherence and natural sequence				

7. **Programmed practices:** shows the ability to put into practice the grammatical and syntactic structures learned. They include homework and exercises from the book and any other activity assigned in class. 15%

Indicator	Excellent (5pts)	Very good (4pts)	Good (2.5pts)	Insufficient (1pt)
Use simple syntactic structures in indicative				
Handles the vocabulary relevant to the subject				
Identify semantic fields in simple situations				
Recognize idioms and basic expressions				
Organize sentences with coherence and natural sequence				

Attendance

Students with more than one absence will fail the course, unless they present an official document as justification. Students will get a score of 0 for any task evaluated in class in their absence (presentations, evaluations, field visits, etc). In this case, make up for the assignment will take place immediately after their return. Regarding timeliness, if students add four late arrivals (15 minutes after starting the class) will be counted as an absence.

Electronic devices:

The use of mobile phones, smart phones and other mobile communication devices is disruptive and is therefore prohibited during class. Please turn off all devices and put them away when the class begins. Devices can be used only when the professor assigns a specific activity and allows the use of devices for search on the Internet or recording. Those who fail to comply with this rule should leave the classroom for the remainder of the class.

Behavior code:

Professors have the right to expel the student from class in the following cases:

1. Disruptive behavior in the classroom.
2. Being under the influence of alcohol.
3. Behaving in a disrespectful way.

Base bibliography:

- Text for the course: ¡Aprendamos Español! Español como segunda lengua. Básico 1. Tatiana Murillo y Silvia Montero

Additional recommended bibliography

- Shumway, Nicolas. **Español en español.** HarcourtBraceJovanvichCollege Publishers
- Galloway, Vicki y Labarca, Angela **¡Acción!** Level 1 Glencoe, Macmillan/McGraw-Hill Publishing
- SGEL. **Cumbre Curso de Español para Extranjeros.** nivel elemental, Sociedad General Española de Librería, S.A.
- Eusebio, Sonia; Fernández, Carmen; Fernández, Zara y Sarralde, Berta Escala **Nivel Inicial –Intermedio Enfoque por tareas** Edinumen Madrid
- García Hernández, Nieves y Sánchez Lobato, Jesús **Español 2000 Nivel elemental** SGEL Sociedad General Española de Librería, S.A.
- Andujar, Julio y Dixon, Robert **Workbook in Everyday Spanish, Elementary-intermediate.** Regents Publishings Company, inc.
- CaycedoGarner, Rusch y Domínguez. **¡Claro que sí! An Integrated Skill Approach,** Houghton Mifflin Company
- Miguel, Lourdes y Sans, Neus **Cómo Suena 1 Materiales para la comprensión auditiva Nivel Básico** DIFUSIÓN Centro de Investigación y Publicaciones de Español Lengua Extranjera
- Miquel, Lourdes y Sans, Neus **Intercambio 1** DIFUSIÓN Centro de Investigación y Publicaciones de Español Lengua Extranjera
- Yglesias, Eugenia y Solano, Mario **¡Adelante 1 ! Curso de español para extranjeros,** Instituto Británico

Schedule

Week	Content	Teaching Strategies
1	<p>Grammatical:</p> <p>Topic 1: Copulative verbs: ser and estar</p> <p>Topic 2: Impersonal verbs: haber</p> <p>Topic 4: Irregular verbs Tener</p> <p>Topic 12: Types of adjectives: qualifying adjectives based on attributes and adjectives related to nationalities.</p> <p>Topic 14: Pronouns: explicit - implicit personal, possessive pronouns, demonstrative pronouns.</p> <p>Topic 10: Defined and undefined articles</p> <p>Topic 11: Types of nouns: gender and number.</p> <p>Topic 15: Copulative conjunctions: y / e</p> <p>Lexical</p> <p>Topic 16:</p> <p>a) Greetings and conventional farewells: buenos días, hasta luego and others.</p> <p>b) Formal and informal registration: usted(-es), vos, señora, don and doña</p> <p>Topic 17: Vocabulary</p> <p>a) Alphabet</p> <p>b) Countries and nationalities</p> <p>c) Professions and occupations</p> <p>d) Descriptive adjectives</p> <p>e) Numbers</p> <p>f) Emotions and temporal states</p> <p>g) Class vocabulary</p> <p>h) Family vocabulary</p> <p>Semantic</p> <p>Orthographic</p> <p>Topic 20: Identifies the types of strong and weak vowels in simple words.</p> <p>Sociolinguistic:</p>	<p>Course presentation and reading of the syllabus.</p> <p>Dialog (Personal presentations).</p> <p>Presentation on the family.</p> <p>Composition about a personal presentation and someone important.</p>

	<p>Topic 22: Expressions</p> <p>Expressions</p> <p>a) Formal and informal registration: usted (-es), vos</p> <p>b) Greetings ¿Qué tal?, ¿Cómo vas?, ¿Cómo amaneció?</p> <p>c) Farewells: Nos vemos, hasta pronto</p> <p>Topic 24: Positive Courtesy: show kindness Con mucho gusto, de nada, muchas gracias, con todo gusto...</p> <p>Pragmatic:</p> <p>Topic 27: Discursive competence : is the ability to order sentences to produce coherent fragments and of natural sequence according to a specific situation.</p> <p>Topic 25: Functional competence</p> <p>a) Microfunctions</p> <p>b) Macrofunctions</p>	<p>Analysis of a film</p> <p>Scheduled practices</p>
2	<p>Grammatical:</p> <p>Topic 3: Regular verbs -ar -er -ir</p> <p>Topic 5: Present progressive: estar + gerundio</p> <p>Topic 3: Verbal Periphrasis: tener que + Infinitivo</p> <p>Topic 13: Types of adverbs: adverbs of place</p> <p>Topic 4: Irregular verbs: ir a + infinitivo</p> <p>Topic 8: Direct pronoun:</p> <p>Lexical</p> <p>Topic 17: Vocabulary</p> <p>a) Colors</p> <p>b) Housing</p>	<p>Presentation on the house. Parts of the house</p> <p>Where are they and what are they doing? Description of a drawing.</p>

	<p>c) Community</p> <p>Topic 19: Time</p> <p>Sociolinguistic:</p> <p>Pragmatic:</p> <p>Topic 27: Discursive competence : is the ability to order sentences to produce coherent fragments and of natural sequence according to a specific situation.</p> <p>Topic 28: Functional competence</p> <p>Microfunctions</p> <p>Macrofunctions</p>	<p>Composition about the description of his ideal home</p> <p>Project celebration in his country and the host country.</p> <p>Scheduled practices</p>
3	<p>Grammatical:</p> <p>Topic 9: Special intransitive pronominal verbs: gustar, disgustar, fascinar, doler, parecer.</p> <p>Topic 4: Irregular verbs: querer</p>	<p>Dialog (In the restaurant).</p>

	<p>Topic 6: Verbal periphrasis: querer + infinitivo</p> <p>Topic 13: Types of adverbs: affirmative and negative (también-tampoco), of quantity (poquito, poco, mucho), comparative</p> <p>Topic 15: Disjunctive conjunctions: o / u</p> <p>Lexical a) Food (groceries, fruits, vegetables, legumes)</p> <p>Sociolinguistic:</p> <p>Pragmatic: Topic 27: Discursive competence : is the ability to order sentences to produce coherent fragments and of natural sequence according to a specific situation.</p> <p>Topic 28: Functional competence</p> <p>Microfunctions Macrofunctions</p>	<p>Report of an interview with native.</p> <p>Scheduled practices</p> <p>Ideal menu or food pyramid</p>
4	<p>Grammatical:</p> <p>Topic 6: Verbal periphrasis: poder + infinitivo, preferir + infinitivo, necesitar+ infinitivo</p> <p>Topic 3: Irregular verbs: hacer, venir</p> <p>Topic 13: Types of adverbs: future</p> <p>Topic 7: Reflective verbs of daily activities.</p> <p>Lexical Topic 17: Vocabulary Weather Clothes Celebrations Seasons of the year Months of the year Days of the week The hotel</p>	<p>Presentation on fashion (seasonal uses, materials, colors)</p> <p>Presentation on the tourist package.</p> <p>Composition about his favorite celebration</p>

	<p>Orthographic</p> <p>Sociolinguistic:</p> <p>Pragmatic:</p> <p>Topic 27: Discursive competence : is the ability to order sentences to produce coherent fragments and of natural sequence according to a specific situation.</p> <p>Topic 28: Functional competence</p> <p>Microfunctions</p> <p>Macrofunctions</p>	<p>Scheduled practices</p>
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General observations

The student must comply with the provisions of the Student Regime Regulations of Veritas University. For reference you must go to the Student Self-Management Portal at the following address: <http://autogestion.veritas.cr/> and download.