

CENTER FOR INTERNATIONAL PROGRAMS AND SUSTAINABILITY STUDIES

Name of the course: Basic II

Course code: SPN 102 / A2 (*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: SPN 101

Course Description:

The student uses lexical, syntactic structures and learned formulas to hold a conversation in which she makes herself understood by the interlocutor, and thus negotiates needs according to different daily life situations. She is also able to describe people, places, narrate events and stories, highlight interests and future plans. She obtains skills to communicate relevant information from oral and written texts, with the purpose of recognizing topics and maintaining a conversation despite the lack of familiarity in the culture.

This course answers the question: How to communicate effectively in Spanish in simple and personal everyday contexts?

To answer this question the following topics will be studied:

- Present indicative: regular and irregular verbs.
- Simple past indicative: regular and irregular verbs.
- Direct, indirect and reflexive pronouns
- Formal imperative singular and plural
- Simple future indicative: regular and irregular verbs.

The following skills will be promoted throughout the course:

- Ability to describe in present tense.
- Ability to communicate orally in simple conversations.
- Ability to relate personal experiences and from a known environment
- Ability to understand current readings at a simple level.
- Ability to deal with daily life contexts such as ask for directions, give instructions
- Ability to express future events and plans

Values and attitudes to be promoted among students are:

- Teamwork and leadership
- Systems thinking
- Logical and communicative intelligence
- Interest in solving problems
- Interest in learning to learn

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
Disciplinary		
<p>Linguistic competence</p> <p>Uses the syntactic and lexical structures of the language to face simple social contexts in accordance with the criteria of the common European framework for this level.</p>	<ul style="list-style-type: none"> ❖ Communicates in the present, past and future of the indicative in everyday situations considering the correct use of time expressions in Spanish. ❖ Identifies specific information from everyday material (restaurants, hotels and daily life events). ❖ Uses specific information in simple written material through letters, catalogs and short newspaper articles. ❖ Relates words and their meanings in contexts of ambiguity and, or clarity. 	<p>Project with presentation: Characters, cultural celebrations, geographic and political data of a Latin American country.</p> <p>Video observation (movie): Comment on topics covered in the film, character characteristics, plot, personal opinion.</p> <p>Socio drama (elaboration of dialogs with expressions of courtesy, desire, permission).</p> <p>Composition on a celebration or holiday.</p> <p>Preparation and writing of a postcard.</p>

<p>Socio-linguistic competence</p> <p>Integrates the use of simple, habitual expressions and basic formulas to maintain brief social exchanges in agreement with the necessary skills at a basic level.</p>	<ul style="list-style-type: none"> ❖ Formulates questions and answers about everyday life in present indicative, past and future tense in accordance to a basic two level. ❖ Talks about wishes and emotions in present, past and future tense, in agreement with the use of reflexive verbs in Spanish. ❖ Expresses daily actions briefly avoiding redundancy through the use of direct, indirect and reflexive pronouns ❖ Uses the imperative at the oral and written level in agreement with the given situation (order, instruction and recommendation). ❖ Orders basic sentences by using coherent fragments of natural sequence. 	<p>Report of an interview with natives about current issues.</p> <p>Oral presentation: comparison between the activities of a typical day or week of their country of origin and Costa Rica.</p> <p>Scheduled practices</p> <p>Demonstration of a skill: elaboration and demonstration of a game, recipe, dance, or any other activity that the student masters to transmit it to their classmates.</p> <p>Written composition: Narration of an experience in the past (anecdote, travel, vacation).</p> <p>Oral presentation: My unforgettable holidays.</p>
<p>Pragmatic competence</p> <p>Uses learned phrases and elements from description and narration in Spanish to develop brief conversations through the production of coherent fragments of natural sequence.</p>	<ul style="list-style-type: none"> ❖ Expresses tastes, preferences and opinions through the use of intransitive verbs in everyday and personal contexts. 	<p>Report project: Biography of a famous person (who she/he was and what she/he did)</p>

General		
Integrates the knowledge, skills and attitudes needed to learn continuously throughout life considering effective development in the knowledge society.	Learning to Learn	Interview with a Spanish speaker Presentations
Develops 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.	Communicates disciplinary thoughts in oral, iconic and written form.	Interview with Spanish speakers Socio drama Presentations Dialogs Compositions
Integrates the knowledge, skills and attitudes needed to learn teamwork and leadership techniques.	Teamwork and leadership	Socio drama Dialogs
Integrates the knowledge, skills and attitudes needed to learn interpersonal communication techniques.	Relating well with others Manage and resolve conflicts. How to negotiate knowing how to inspire trust and empathy Speak responsibly In depth listening	Interview with Spanish speakers Socio drama Dialogs

1. Linguistic contents

1.1. Grammatical

Topic 1: Present of indicative

- a) Irregular verbs with vowel change (o-ue, e-ie, ei, u-ue)
- b) Irregular verbs in the first person
- c) Verbs ending in cer or cir add Z
- d) Verbs ending in ger-gir
- e) Irregular verbs in the first person YO
- f) Verbs with different irregularities
- g) Verbs ending in -iur add a Y

Topic 2: Present progressive

- a) Estar + gerundio with irregular verbs

Topic 3: Verbal periphrasis

- a) Tener + ganas + de, deseos de, la oportunidad de, la habilidad de, interés de + verbo infinitivo
- b) Acabar + de + verbo infinitivo
- c) Tratar + de + verbo infinitivo
- d) Empezar, comenzar + a + verbo infinitivo
- e) Aprender + a + verbo infinitivo
- f) Saber + verbo infinitivo
- g) Pensar + verbo infinitivo

Topic 4: Simple future of the indicative

- a) Periphrastic future (ir + a + infinitivo)
- b) Future of immediacy (ya voy)

Topic 5: Reflexive verbs

- a) Verbs of desire and emotion (alegrarse, emocionarse, enamorarse, preocuparse, divertirse, casarse con)

Topic 6: Pronominal intransitive verbs

- a) Verbs of taste and preference (encantar, fascinar, disgustar)
- b) Verbs of emotion (entristecer, preocupar, faltar, hacer falta, importar, parecer)

Topic 7: Verbs in Simple Past of the indicative

- a) Regular verbs
- b) Irregular verbs in the 1st person singular (-gar, -car, -zar)
- c) Irregular verbs in 3rd person singular and plural
- d) Verbs with irregularity in the root

Topic 8: Direct complement pronouns

- a) Direct pronoun for objects(s)
- b) Direct pronoun for people

Topic 9: Indirect complement pronouns

- a) Indirect pronoun for objects(s)
- b) Indirect pronoun for people

Topic 10: Indirect and direct complement pronouns

- a) Combination of indirect pronoun for person with direct pronoun for object.

Topic 11: Past imperfect of indicative

- a) Verb Ser (description)
- b) Verb Tener (description)

Topic 12: Imperative mode

- a) Form for formal treatment (usted, ustedes)
- b) Form for informal treatment (vos)

Topic 13: Classes of nouns

- a) Gender. Nouns ending in -ma (el problema, el tema)
- b) Different gender expressed with a different ending: female in -esa. -triz, -ina, -isa (el actor, la actriz)
- c) Noun ending in -dor, -tor, -sor (el director)
- d) Number of noun: duals, most frequent lexicons (las gafas, los pantalones)

Topic 14: Classes of adjectives

- a) Qualifying adjectives of polarity oppositions (bueno, malo, fuerte, débil)
- b) Adjective ending in -e (interesante, agradable, dulce)
- c) Possessive adjectives (mío, tuyo, suyo)
- d) Ordinal numeral adjectives (primero/primer, tercero/tercer)
- e) Comparative adjectives (más... que..., menos... que..., tanto como...)

1.2. Lexical

Topic 15:

- Vocabulary of opposing adjectives.

Topic 16:

- Vocabulary of holidays and celebrations.

Topic 17:

- Vocabulary of cultural activities.

Topic 18:

- Vocabulary of addresses.

Topic 19:

- Vocabulary of routine activities.

Topic 20:

- Appropriate presentations with formulas in specific contexts.

Topic 21:

- Idioms and expressions in different situations and interactions.

Topic 22:

- Expressions of courtesy.

1.3. Orthographic

Topic 23:

- The division of syllables.

Topic 24:

- The classification of words: agudas, graves and esdrújulas.

1.4. Semantic

Topic 25:

- Synonyms
- Antonyms

2. Socio-linguistic contents

Topic 26:

Expressions Formal and informal registration: usted (-es), vos

- Familial markers: *don, doña, señora* and others
- Interjective phrases: *¡Eh!, ¡Qué horror!, ¡Qué barbaridad!, ¡perfecto!, ¡estupendo!, ¡uy, ¡hurra, ¡vaya!, ¡ay!*
- Positive courtesy: show kindness (podría ... , quisiera, me gustaría)
- El gusto es para mí, es un placer poder ayudar, para mí no es una molestia and others.
- Negative courtesy: avoid threatening behavior, with mandates. *Por favor, póngalo ahí, escriba con mayor claridad si es tan amable, por favor...*

3. Pragmatic contents

Topic 27: Discursive capacity: is the capacity to order basic sentences to produce coherent fragments of natural sequence.

- Yo se lo compré y se lo regalé.
- Se lo regalé y, yo se lo compré.

Topic 28: Functional competence, is divided into two categories:

Micro functions through brief statements of interaction:

- - ¡Yo me alegro mucho de vivir con una familia costarricense!

Macro functions through functional use of spoken discourse or written text .

- Description, narration, presentation, instruction and explanation.
- *En realidad, yo no entiendo las direcciones de Costa Rica, doblo...*

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:

- Two research projects:
 - a. Latin American country.
 - b. Biography of a famous person (who she was and what she did)
- Observation and analysis of a movie.
- Creation of a socio-drama.
- Report of an interview with natives.
- Two oral presentations:
 - a. Comparison between the two cultures.
 - b. Unforgettable vacations.
- Three written compositions:
 - a. Celebration or holiday
 - b. Postcard
 - c. Past anecdote
- Scheduled practices

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.

During independent work hours students will be able to use the institution's library, 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, professors and staff.

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
Research projects	20%
Analysis of film	10 %
Socio drama	10 %
Interview report	10 %
2 Oral presentations	20%
Demonstration	10 %
Scheduled practices	10 %
Written compositions	10 %
TOTAL POINTS	100 %

Rubric to evaluate

1. Oral presentations: promote the use of the three communicative competences such as linguistics, sociolinguistics and pragmatics. There will be four oral presentations on: 10% each.

- a. Latin American country.
- b. Biography of a famous person
- c. Comparison between cultures
- d. Unforgettable vacations.

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

2. Three compositions: promote the use of the three communicative competences such as linguistics, sociolinguistics and pragmatics. 10% (3%, 3%, 4% each)

- a. Celebration of a holiday.
- b. Past anecdote
- c. Postcard

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

3. Socio-drama: 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)
Uses simple syntactic structures in indicative				
Handles the vocabulary relevant to the subject				
Identifies semantic fields in simple situations				
Recognizes idioms and basic expressions				
Organizes sentences with coherence and natural sequence				

4. Interview with Hispanics: Interacts with Spanish speakers on cultural topics 10%

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

5. 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)
Uses simple syntactic structures in indicative				
Handles the vocabulary relevant to the subject				
Identifies semantic fields in simple situations				
Recognizes idioms and basic expressions				
Organizes sentences with coherence and natural sequence				

6. Scheduled practices: shows the ability to put into practice the three communicative competences such as linguistics, sociolinguistics and pragmatics.

Indicator	Excellent (5pts)	Very good (4pts)	Good (2.5pts)	Insufficient (1pt)
Uses simple syntactic structures in indicative				
Handles the vocabulary relevant to the subject				
Identifies semantic fields in simple situations				
Recognizes idioms and basic expressions				
Organizes 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.** The devices can be used only when the teacher assigned 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: Castillo, Marlene y Crawford, Delia. *Conversemos en español. Básico II.*

Recommended bibliography

- Shumway, Nicolas. *Español en español.* Harcourt Brace Jonavich College Publishers.
- Galloway, Vicki y Labarca, Angela. *¡Acción! Level 1.* Glencoe, Macmillan/McGraw-Hill Publishing.
- SGEL. *Cumbre de Español para Extranjeros. Nivel Elemental.* Sociedad General Española de Librería, S.A.
- Eusebio, Sonia; Fernández, Carmen; Fernández, sara 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.

- Caycedo Garner, Rusch y Domínguez. *¡Claro que sí! An integrated Skill Approach*. Houghton Mifflin Company.
- Miguel, Lourdes y Sans, Neus. *Como suena 1 Materiales para la comprensión auditiva Nivel Básico*. DIFUSION Centro de Investigación y Publicaciones de Español Lengua Extranjera.
- Miguel, Lourdes y Sans, Neus. *Intercambio 1*. DIFUSION Centro de Investigación y Publicaciones de Español Lengua Extranjera.
- Iglesias, Eugenia y Solano, Mario. *¡Adelante! Curso de español para extranjeros*. Instituto Británico.

Schedule

Week	Content	Teaching Strategies
1	<p>Grammatical:</p> <p>Topic 1: Present indicative irregular verbs</p> <p>Topic 2: Present progressive</p> <p>Topic 3: Verbal periphrasis</p> <p>Topic 4: Periphrastic future</p> <p>Lexical</p> <p>Topic 15: Opposite adjectives</p> <p>Semantic</p> <p>Topic 25: Synonyms Antonyms</p> <p>Sociolinguistic:</p> <p>Topic 26: Expressions Formal and informal registration (usted, ustedes, vos)</p>	<p>Course presentation and reading of the syllabus.</p> <p>Scheduled practices</p> <p>Oral presentation: Analysis of a film</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. Topic 28: Functional competence Micro functions Macro functions</p>	
2	<p>Grammatical: Topic 5: Reflexive verbs. Topic 6: Pronominal intransitive verbs Topic 7 Verbs in simple past.</p> <p>Lexical Topic 16: Vocabulary of holidays and celebrations. Topic 17: Vocabulary of cultural activities. Topic 19: Vocabulary of routine activities.</p> <p>Sociolinguistic: Topic 26: Interjective phrases: <i>!Eh!, ¡qué horror!</i></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. Topic 28: Functional competence Micro functions Macro functions</p>	<p>Oral presentation: Composition. Interview with Hispanics Scheduled practices</p>
3	<p>Grammatical: Topic 8: Direct complement pronouns</p>	<p>Oral presentation: Composition. Socio drama Scheduled practices</p>

	<p>Topic 9: Indirect complement pronouns Topic 10: Indirect and direct complement pronouns Topic 13: Classes of nouns</p> <p>Lexical Topic 20: Appropriate presentations with formulas in specific contexts. Topic 21: Idioms and expressions in different situations and interactions.</p> <p>Sociolinguistic: Topic 26: Positive courtesy</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. Topic 28: Functional competence Micro functions Macro functions</p>	
4	<p>Grammatical: Topic 11: Past imperfect of indicative Topic 12: Imperative mode . Topic 14: Classes of adjectives</p> <p>Lexical Topic 21: Idioms and expressions in different situations and interactions. Topic 22: Expressions of courtesy. Topic 18 Vocabulary of addresses.</p>	<p>Oral presentation: Comparison Demonstration Scheduled practices</p>

	<p>Orthographic</p> <p>Topic 23: Syllabic division.</p> <p>Topic 24: The classification of words: agudas, graves and esdrújulas.</p> <p>Sociolinguistic:</p> <p>Topic 26: Negative courtesy</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>Micro functions</p> <p>Macro functions</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 it.