

**CENTER FOR INTERNATIONAL PROGRAMS AND SUSTAINABILITY STUDIES**

**Name of the course: Intermediate Conversational Spanish**

**Course code: SPN 210 (*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 30**

**Course Description:**

This course is aimed at students of an Intermediate 2 level of Spanish who have an interest in exercising their communicative skills. Likewise, although the four skills will be taken into account, the aim is to develop oral skills, with emphasis on pronunciation and listening. Grammatical aspects studied previously will be revisited, which will be practiced in real and everyday contexts. Students are expected to research, analyze and converse on various topics.

This course answers the question How to consolidate communication skills (linguistic, socio-linguistic and pragmatic) in an Intermediate 2 level student, in accordance with the Common European Framework?

To answer this question the following topics will be studied:

- Vocabulary to describe people, places and weather
- Expressions and vocabulary of diseases and ailments
- Vocabulary to talk about national and international travel
- The four past tenses and useful expressions for telling stories, tales and movies, series, anecdotes
- Explanation of cultural elements of the student's country and research on Latin American cultural aspects
- The Subjunctive as a tool to explain, demonstrate and express an opinion
- Cooking vocabulary
- Vocabulary of traffic and directions
- Idioms and connectors
- Contexts and images to comment on controversial issues
- Phraseology of Spanish, proverbs

The following skills will be promoted throughout the course:

- Ability to express oneself safely in Spanish.
- Ability to communicate effectively, eliminating speech vices.
- Ability to interact with Spanish speakers taking into account important sociocultural and socio-linguistic elements.

**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
- How to negotiate knowing how to inspire trust and empathy

**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
<b>Disciplinary</b>		
Linguistic competence  Orally uses elements of communicative competences (socio-linguistic, linguistic and pragmatic), typical of level Intermediate 2, in accordance with the Common European Framework.	<ul style="list-style-type: none"> <li>❖ Uses the basic grammatical structures and those of level Intermediate 2 orally.</li> <li>❖ Orally uses the vocabulary studied in class and get along in everyday situations of medium difficulty.</li> </ul>	Active participation in class using the appropriate structures.  Presentation of a television series (Netflix)  Oral, individual presentation on a controversial topic

Socio-linguistic competence	❖ Appropriately uses idiomatic phrases, connectors and Spanish phraseology in oral interventions.	Demonstration step by step of how to do something creative typical from a Latin American country
Pragmatic competence	<ul style="list-style-type: none"> <li>❖ Uses broad discursive competence to produce coherent fragments in communication such as description, narration, explanation and opinion.</li> <li>❖ Socializes during educational tours and assertively report the results of interviews with Spanish speakers.</li> <li>❖ Orally negotiates with other students in different simulations or dramatizations, from daily life contexts.</li> </ul>	<p>Description, narration and reaction, with subjunctive, of a small video of medium difficulty,</p> <p>Explanation of a very unique cultural aspect of their country of origin.</p> <p>Report on the results of interviews or interactions with Spanish speakers.</p> <p>Debates on controversial short video topics</p> <p>Situations to negotiate</p>
<b>General</b>		
Integrates the knowledge, skills and attitudes needed to learn continuously throughout life considering effective development in the knowledge society.	Learning to Learn	To use linguistic structures, connectors and Spanish phraseology in all their interventions and performance evidences.
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.	Oral presentations

Integrates the knowledge, skills and attitudes needed to learn teamwork and leadership techniques.	Teamwork and leadership	Team work on a television series and controversial issues.
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	Work outside and inside the class.

## 1. Linguistic contents

### 1.1. Grammatical

- a) In general, almost all the indicative tenses are practiced
- b) Simple Past, Imperfect, Pluperfect and Present Perfect
- c) Groups and concordances of the Present and the Imperfect Subjunctive

### 1.2. Lexical

- a) Vocabulary of states
- b) Vocabulary of personality
- c) Vocabulary for description of places
- d) Review of weather vocabulary
- e) Vocabulary of natural disasters
- f) Vocabulary related to health
- g) Vocabulary of national and international travel
- h) Airport vocabulary
- i) Cooking vocabulary
- j) Housework vocabulary
- k) Vocabulary related to illegal immigration
- l) Fashion and store vocabulary

### 1.3. Semantic

- a) Relationship of words in a general context

### 2. Sociolinguistic and pragmatic contents

- a) Formal and informal registry for greetings (juvenile jargon)
- b) Idioms and connectors in context
- c) Intensifying and attenuating particles of Spanish
- d) Guiding expressions to initiate a story or an anecdote, closing marks in a narrative, use of feedback.
- e) Expressions to thank, return thanks, congratulate, apologize, contradict, affirm something, ask permission, complain, express joy, express sadness.
- f) Everyday exclamatory expressions with Qué, qué dicha, qué vacilón, among others.
- g) Proverbs.
- h) Phraseology of Spanish.

### 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 on past and subjunctive
- Descriptions
- Demonstrations
- Debates
- Explanations
- Simulations
- Interactions with Spanish speakers
- Visits to places

## **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.

<b>RUBRICS</b>	<b>WEIGHTING</b>
1. Active class participation Attendance	<b>15%</b>
2. Group general presentation of a television series, in which they describe, narrate with the 4 past tenses and explain it, including connectors 3. Description, narration and commentary of a small video, using the vocabulary studied in class 4. Step-by-step demonstration of how to do something creative typical from a Latin American country, using the subjunctive and the connectors studied in class 5. Explanation of a very unique cultural aspect of a Latin American country and their country of origin. 6. Debate on controversial short video topics, using the Subjunctive, the connectors and Spanish phraseology. 7. Short individual presentation on a controversial subject using the subjunctive and connectors. 8. Negotiating with other classmates in different contexts, with appropriate linguistic structures, connectors and phraseology.	<b>10% each item</b>       <b>70%</b>
9. Interactions with Spanish speakers	<b>15 %</b>
<b>TOTAL POINTS</b>	<b>100 %</b>

### **Rubric to evaluate class participation**

<b>GRADING</b>	<b>DESCRIPTION</b>
<b>EXCELLENT (5 points)</b>	Participates actively in class using the appropriate linguistic structures. Listens to the interventions of classmates and get involved in the conversation, contribute to the topic.
<b>VERY GOOD (4 points)</b>	Participates in class, although with occasional errors. Gets involved in the conversations, but with less consistency, during the day sometimes cannot follow the sequence of interventions, but when she does she contributes to the topic.
<b>GOOD (2.5 points)</b>	Participates but without constancy, makes mistakes already corrected in class and it is evident that she tends to be distracted and does not get involved in the conversation, she is easily distracted and does not contribute much to the subject.
<b>INSUFFICIENT (1 point)</b>	Almost never participates, does not eliminate corrected errors, does not listen or contribute to the topic. Shows disinterest, little empathy and tolerance towards the people and activities of the class.

### Rubric to evaluate oral presentations

<b>GRADING</b>	<b>DESCRIPTION</b>
<b>EXCELLENT (5 points)</b>	Uses a discourse with a very clear content and uses appropriately and constantly the required linguistic structures, with good pronunciation, fluency, good use of vocabulary and connectors.
<b>VERY GOOD (4 points)</b>	Uses clear discourse, constantly uses the required structures with some errors, has some pronunciation errors, very good fluency and good use of vocabulary and connectors.
<b>GOOD (2.5 points)</b>	Sometimes uses confusing speech, with repeated errors in the required linguistic structures, pauses constantly, pronunciation makes comprehension difficult, uses words in native language, since there is little vocabulary. Uses very few connectors.
<b>INSUFFICIENT (1 point)</b>	Speech is unclear, does not use the required linguistic structures well, does not pronounce well, pauses are constant and long, does not use a consistent vocabulary and does not use connectors.

### Rubric, educational field trip report and interaction with Spanish speakers

<b>GRADING</b>	<b>DESCRIPTION</b>
<b>EXCELLENT (5 points)</b>	Presents the reports with a high level of Spanish and complete, which shows deep research on the issues in question, with more than 3 opinions from Hispanics. Uses many connectors and visual aids.
<b>VERY GOOD (4 points)</b>	Presents complete reports with a very acceptable level of Spanish, which denote good but limited research on the issues in question, there is less depth. Uses connectors and visual aids.
<b>GOOD (2.5 points)</b>	Presents complete reports, with a more limited content and level of Spanish, uses few visual aids and few connectors.
<b>INSUFFICIENT (1 point)</b>	Does not attend the academic field trip, does not present reports, does not use visual aids.



### Rubric for the presentation of a television series (in a group)

GRADING	DESCRIPTION
<b>EXCELLENT (5 points)</b>	They work actively in the group speaking in Spanish and present their television series very well, using the four past tenses correctly and frequently and quite a few of the studied connectors. They use visual aids that are very relevant and well presented.
<b>VERY GOOD (4 points)</b>	They work actively in their group speaking in Spanish and manage to clearly communicate the television series, although with some errors in the four past tenses and with some connectors. They use visual aids that are relevant and well presented.
<b>GOOD (2.5 points)</b>	They work as a group speaking sometimes in English. They fail to communicate enough relevant information on their series and their interventions have errors in the four past tenses or absence of some of them and very few connectors.
<b>INSUFFICIENT (1 point)</b>	They work in a disorderly manner in the group, they speak a lot of English and the explanation of their case is barely understood. The use of the past tenses is poor and they do not use any connectors.

### Rubric to evaluate the negotiations in pairs, communicative situations

GRADING	DESCRIPTION
<b>EXCELLENT (5 points)</b>	Reacts with confidence and uses the linguistic structures, connectors, idiomatic phrases and the appropriate phraseology for the communicative situation. Errors are minimal and pauses are short, the thread of the conversation is not obstructed. Lengthens the situation, does not shorten it.
<b>VERY GOOD (4 points)</b>	Reacts with confidence and spontaneously, there are some mistakes in the linguistic structures used, although uses a good amount of connectors, idioms and phraseology. Tends to pause, but continues in a short time with the thread of the conversation until the subject is exhausted.
<b>GOOD (2.5 points)</b>	Reacts sometimes timidly to the situation, cannot handle the linguistic structures with certainty, is insecure. Does not remember using connectors, idioms or phraseology, pauses are obvious and tends to shorten the conversation.
<b>INSUFFICIENT (1 point)</b>	Does not get caught up in the situation, since it is not possible to handle the aforementioned linguistic resources. Feels lost, not very spontaneous and unable to keep the conversation beyond the minimum.

**Rubric for the step-by-step demonstration of how to do something creative from Latin America and the country of origin**

<b>GRADING</b>	<b>DESCRIPTION</b>
<b>EXCELLENT (5 points)</b>	The project presented denotes good previous research. Demonstrates the process using quite a few subjunctive groups, connectors and idioms constantly, explains step by step very clearly and involves other students. The explanation is satisfactory, not very short and can answer questions on the subject.
<b>VERY GOOD (4 points)</b>	Presents a creative project, there is research, uses the most common subjunctive groups, some connectors, phrases; however, the project does not involve other students, it is shorter and does not know how to respond to some doubts from classmates.
<b>GOOD (2.5 points)</b>	Presents a less prepared project, which does not evidence much research, short, uses few subjunctive connectors, the other students are not included, there is no depth.
<b>INSUFFICIENT (1 point)</b>	Does not explain well, does not use the required structures, vocabulary is limited, lack of preparation is evident.

**Rubric to evaluate the description, narration and use of the subjunctive in a short video, technical report**

<b>GRADING</b>	<b>DESCRIPTION</b>
<b>EXCELLENT (5 points)</b>	Describes two characters of the video with 8 adjectives of physical description each and 11 or more for personality, justifying the latter with the attitudes of the characters. Narrates the whole argument using the past tenses correctly and covering most of its content. Uses more than 7 different subjunctive groups to give recommendations.
<b>VERY GOOD (4 points)</b>	Describes two characters of the video with 6 adjectives of physical description each and from 8 to 10 for personality, justifying the latter with the attitudes of the characters. Narrates almost the whole argument using the past tenses with few errors and covering most of its content. Uses 6 different subjunctive groups to give recommendations.
<b>GOOD (2.5 points)</b>	Describes two characters of the video with 5 adjectives of physical description each and from 5 to 7 for personality, justifying the latter with the attitudes of the characters. Narrates the argument using the past tenses with many errors and covering only part of its content. Uses 5 different subjunctive groups to give recommendations.
<b>INSUFFICIENT (1 point)</b>	Describes two characters of the video with 4 adjectives of physical description each and from 4 to 6 for personality, justifying the latter with the attitudes of the characters. Narrates the argument using the past tenses with many errors and covering only part of its content. Uses only 3 different subjunctive groups to give recommendations.

## 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.

## Basic bibliography:

- Folleto de Conversación Intermedia. Roxana Arias Jiménez, 2016.
- Internet, newspapers.

## Schedule

<b>Week</b>	<b>Content</b>	<b>Teaching Strategies</b>
<b>1</b>	To use a broad discursive competence to produce coherent fragments in communication such as <b>description.</b>	Vocabulary of physical description, adjectives that describe states, adjectives that describe personality. Adjectives to describe places, weather, natural disasters, Vocabulary of health. Connectors and idiomatic phrases. Movie La misma
<b>2</b>	To use a broad discursive competence to produce coherent fragments in communication such as <b>narration.</b>	Brief review of the use of the four past tenses, national and international travel vocabulary. Introductory sentences of children stories. Connectors and idiomatic phrases. Various activities to practice the four past tenses. Group presentation of a television series, using the four past tenses and connectors.

<p style="text-align: center;"><b>3</b></p>	<p>To use a broad discursive competence to produce coherent fragments in communication such as <b>explanation</b>.</p>	<p>Review of subjunctive groups, concordances between present and imperfect subjunctive. Phraseology of Spanish, connectors and idiomatic phrases, proverbs. Explanation and demonstration with subjunctive and connectors of a Latin American cultural aspect and another from their country of origin. Interviews with Spanish speakers on cultural topics. Academic field trip</p>
<p style="text-align: center;"><b>4</b></p>	<p>To use a broad discursive competence to produce coherent fragments in communication such as <b>opinion</b>.</p>	<p>Practice of argumentation with the present and imperfect subjunctive, controversial topics, connectors and idioms. Debates on controversial short videos, presentation of a controversial topic, with subjunctive, connectors and phraseology. Dialogs, simulation of daily life situations.</p>

### 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.