.VĒRITAS

UNIVERSIDAD

CENTER FOR INTERNATIONAL PROGRAMS AND SUSTAINABILITY STUDIES
Name of the course: Advanced 1
Course code: SPN 301 / C1 *(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- 202, Intermediate 2

Course Description:

Upon finishing the course, the student is able to function naturally, with little effort in different interactions, since he or she has enough lexical-linguistic resource that allows him or her to communicate fluently and spontaneously in situations with a certain degree of complexity or external interferences. He or she also recognizes the connotative meaning of idioms as to understand the implicit meaning in the discourse. Is able to express opinions with precision and breadth of criteria on abstract subjects such as: religion, politics, art, history and general cultural aspects

This course answers the question   How to perform effectively, fluently and accurately in real speech acts, which allow to express opinions on complex subjects with naturalness, for the management of elements of sociocultural analysis such as religion, politics, among others, according to the Advanced 1 level competences in Spanish?

To answer this question, the environmental, cultural and historical aspects of Costa Rica, Colombia, Panama and Peru will be studied as thematic axes.

The following skills will be promoted throughout the course:

- Ability to carry conversations on varied topics in different sociocultural contexts
- Ability to prioritize lexical elements from a text or article
- Ability to write paragraphs with connectors in a clear and precise way.

Values and attitudes to be promoted among students are:

- Teamwork and leadership
- Systems thinking
- Logical and communicative intelligence
- Interest in solving problems
- How to negotiate knowing how to inspire trust and empathy
- Speak in different cultural contexts

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		
Linguistic competence Communicates with a speaker in a fluent and precise way, with high linguistic complexity in different cultural contexts.	❖ Applies communicative strategies of high grammatical mastery considering complex discursive elements. ❖ Easily integrates a wide repertoire of words with an excellent command of idiomatic expressions. ❖ Writes with a high degree of correction considering the refined use of punctuation marks. ❖ Integrates dimensions of semantic change through composition analysis.	Interview with Spanish speakers Socio drama Directed readings Presentations Dialogs Compositions Concept map
Socio-linguistic competence Speaks in different socio-linguistic contexts on controversial issues to contribute criteria through complex discursive elements.	❖ Highlights markers in the formal and informal register. ❖ Highlights markers in the use of proverbs, idioms, expressions of beliefs, attitudes and values.	Interview with Spanish speakers Socio drama Directed readings Presentations Dialogs Compositions Concept map

Pragmatic competence Uses a broad discourse to produce coherent fragments in communication through instruction, argumentation, demonstration and exegesis that allows for personal interpretation of a text and implies a subjective vision.	❖ Orders coherent sentences and fragments of natural sequence according to a specific situation and a particular intentionality of the new culture ❖ Builds brief statements of interaction with infinitive and gerund ❖ Modifies through functional use of spoken discourse or written text .	Interview with Spanish speakers Socio drama Directed readings Presentations Dialogs Compositions Concept map
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 Spanish speakers Directed readings 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 Directed readings Presentations Dialogs Compositions Concept map
Integrates the knowledge, skills and attitudes needed to learn teamwork and leadership techniques.	Teamwork and leadership	Socio drama Dialogs Concept map
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: Verbs in the present tense of indicative
   - Historical value
   Colón llega a América en 1492

Topic 2: Verbs in past tense
   - Descriptive value
   ¡Y yo que sabía!
   - Censorship value
   ¿Tú no tenías que irte ya?
   - *Distancing value*
   Aparentemente la veía el médico hoy

Topic 3: Verbs in future tense
   - *Objection or rejection value*
   Será muy guapo pero..
   ¡Harás lo que yo te diga!

Topic 4: Verbs in simple conditional
   - Objection or rejection value
   Sería muy guapo pero…
   A ti te daría igual, pero a mí no.

Topic 5: **Verbs in pluperfect**
   - Value of intentionality in the past
   Había pensado dejar todo tirado
   Había pensado no volver

Topic 6: **Verb in future composite**
   - Objection or contrast value
   Habrá estudiado mucho pero…
   A ti habrá dado igual pero a mí no.

Topic 7: **Verb in conditional composite**
   - Objection or contrast value
   Habría estudiado mucho pero..
   A tÍ te habría dado igual pero…

Topic 8: **Verbs in imperfect subjunctive tense.**
   - The regular and irregular verbal form
   - Agreement in past indicative (past tense) with the imperfect subjunctive.
   - Uses with the past tense and the forms in simple and composite conditional.
   - Verbs in past subjunctive tense.

- The verbal form
- Verbal agreement
- Uses of the past tense of the subjunctive
- Verbs in imperfect subjunctive tense.
- The verbal form
- Verbal agreement
- Uses of the imperfect of the subjunctive
- Combination of subjunctive forms.

Topic 9: **Composite tenses of the subjunctive** (past composite and pluperfect)

Topic 10: Structure and use of conditional sentences with "si"
- Structures in indicative and structures in subjunctive

Topic 11:
   a. Use of prepositions and their function.
- Prepositional complement governed by free direct complement alternation
 Cuida a Ana/ Cuida de Ana
- Verbs with preposition
 Acordar de, recordar - atreverse a, burlarse de
   b. Pronouns
- *Que, cuyo, el que, la que, las que, lo que, quien y quienes*

1.2. Lexical

Topic 12:

- Vocabulary relevant to social and historical contexts of some Latin American countries such as: Costa Rica, Panama, Colombia and Peru.

Topic 13:
- Popular idiomatic expressions of these countries.

Topic 14:
- Vocabulary of environmental issues *(deforestation, pollution, recycling, waste and others).*

Topic 15:
- Infrastructure vocabulary

(*buildings their forms, materials, modern constructions vs ancient and historical)* .

Topic 16:
- Vocabulary of *cultural* aspects *(art, music, costumes, religion) modern vs. old.*

Topic 17:
- Vocabulary with gender change: *el leño - la leña, el fruto-la fruta, el cuchillo- la cuchilla, el jarro-la jarra*

1.3. Orthographic

Topic 18:

- Structure and distribution of paragraphs

Topic 19:

- Period

Topic 20:

- Comma

Topic 21:

- Colon

Topic 22:

- Ellipsis

Topic 23:

- Exclamation marks

1.4.   Semantic

Topic 24:

- Component analysis:

The *dimensions of meaning* that underlie a *theme. What* is health? (physical, emotional, psychological, holistic) - What is culture? (religion, music, …)

 2) Metonymy: is a phenomenon of semantic change by which a thing or idea is designated by the name of another, using some existing semantic relationship between the two: Effects for causes (children are the joy of home), continent by content (drink a glass), cause by effect (lack of bread).

2. **Socio-linguistic contents**

Topic 25: **Markers**
- Formal and informal registration: usted (-es), vos
- Proverbs. *Río revuelto ganancia de pescadores.*
- Idioms. *Al Sapri le metieron dos.*
- Expressions of beliefs. *A Dios rogando y con el mazo dando.*
- Expressions of attitudes. *De todo hay en la viña del Señor.*
- Expressions of values. *Eso no es juego limpio.*

3. **Pragmatic contents**

Topic 26: **Discursive competence:** is the ability to order sentences to produce coherent
fragments and of natural sequence according to a specific situation.
- Syntactic distribution, with values of meaning.
 Tiene un Picasso en su casa
 Vino un tal Juan
 Un encanto de persona
 Una cámara, mejor que sea digital
 La declararon zona catastrófica
 Ir en tren / ir en el tren

Topic 27: Functional competence, is divided into two categories:

- **Micro functions** through brief statements of interaction with infinitives and gerund, with values of meaning such as:
  - *Infinitive* (**interrogative**) ¿Decirle yo lo que pienso?
  - *Infinitive* **(exclamatory)** ¡Descansar!
  - *Gerund (modality).* ¡Siempre protestando por todo!, ¿Yo pidiendo perdón ?, Me pidieron perdón cantando.
  - *Gerund (predicative).* Sus ojos mirándome con esa pena me conmovieron.
  - *Gerund (time).* Llegando yo, apareció.
  - *Participle (passive).* Este pueblo está maldito.
  - *Participle (exclamatory).* ¡Encerrada en estas cuatro paredes!

Macro functions through functional use of spoken discourse or written text .
  - Description, narration, presentation, instruction, explanation, commentary, demonstration, persuasion and exegesis.

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:
  - Four oral presentations on different topics which will reflect the ability to perform communicative skills.
  - Three reading reports on selected literary short stories, to expand vocabulary and generate opinions.
  - Four compositions on sociocultural topics in which she will use complex grammatical elements.

- A socio drama in group, the students will represent roles of different characters.
- Two dialogs that allow students to promote oral and written expression techniques on different everyday situations
- Interview with Hispanics
- Analysis of a film

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
4 Oral presentations	40%
3 Reading reports	15 %
2 Compositions	20 %
1 Socio drama	5 %
2 Oral and written dialogs	10%
1 Interview with Hispanics	5 %
1 Analysis of a film	5 %
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:

      a. My passion.
      b. A country of the world
      c. A legend or story of her country
      d. Nature and sustainability

2. Reading reports: show the ability to interpret a literary text and summarize it taking into account correction (grammatical precision), clarity (organization of ideas) and the relevant lexicon. There will be three reports on three short stories:

      a. Transparencia (*Mario Benedetti*)
      b. Si me tocaras el corazón (*Isabel Allende*)
      c. La tía Cristina (*Angeles Mastretta*)

3. Compositions for writing: promote the use of the three communicative competences such as linguistics, sociolinguistics and pragmatics. There will be four essays on:

      a. The environment
      b. An unexpected inheritance
      c. Create a legend
      d. The role of women in Latin America

4.   Socio-drama: shows the ability to put into practice the three communicative competences such as linguistics, sociolinguistics and pragmatics.

5.   Oral and written dialogs: promote the use of the three communicative competences such as linguistics, sociolinguistics and pragmatics. There will be two dialogs on different cultural aspects.

6.   Interview with Hispanics: interacts with Spanish speakers on cultural issues related to the countries studied (Costa Rica, Colombia, Panama and Peru).

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

The rubric that will be used for the assesment activities

	Very good 3	Satisfactory 2	Can improve 1	Inadequate 0	Score
Development of content	Demonstrates complete mastery of the subject	Demonstrates good mastery of the subject	Demonstrates little mastery of the subject	Does not master the subject	
Uses communicative strategies of high grammatical mastery with complex discursive elements.	Very consistent	Consistent	Not very consistent	Inconsistent	
Uses vocabulary relevant to the subject with a repertoire of words and idiomatic expressions.	Very consistent	Consistent	Not very consistent	Inconsistent	
Integrates dimensions of semantic change through composition analysis.	Very consistent	Consistent	Not very consistent	Inconsistent	
Highlights markers in the use of proverbs, idioms, expressions of beliefs, attitudes and values.	Very consistent	Consistent	Not very consistent	Inconsistent	
Orders coherent sentences and fragments of natural sequence with a particular intentionality of the new culture	Very consistent	Consistent	Not very consistent	Inconsistent	

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:
- Arrieta Ileana y Silvana Marranghello. Viajes y Maravillas, nivel Avanzado I. Editorial VERITAS (2012), Costa Rica.

Recommended bibliography

- Dominicis, Maria and Reynolds, John. 1997. *Repase y Escriba Curso avanzado de gramática y composición.* John Wiley & Sons, Inc.

- García Hernández, Nieves and Sánchez Lobato, Jesús. 1985. *Español   2000, Nivel Superior.* España: SGEL Sociedad General Española de Librería, SA

- Holton, Hadlich and Gómez-Estrada. 1985. *Spanish Grammar in Review.* Prentice Hall, Inc.

- Lorillo, Díaz y Hale. 2000. *Conversación y controversia Tópicos de hoy y de siempre. U.S.A.:* Prentice Hall, Inc.

- Llorens Camp, María.1998. *Diccionario de sinónimos y antónimos.* España: Edimat Libros, Ediciones y distribuciones Mateos.

- Real Academia Española. 1992. *Diccionario de la Lengua Española.* Madrid: Vigésima segunda edición

- Shumway, Nicolás.1988. *Español en español.* U.S.A.:Jovanvich Harcourt Brace College Publishers.

- Whitley, Stanley, González, Luis. 2000. *Gramática para la composición. U.S.A.: Georgetown University Press.*

Schedule

Week	Content	Teaching Strategies
1	**Grammatical** **Topic 1: Verbs in the present tense of indicative** **Topic 2: Verbs in past tense** **Topic 3: Verbs in future tense** **Topic 4: Verbs in simple conditional** **Topic 5**: **Verbs in pluperfect** **Topic 6**: **Verb in future composite** **Topic 7**: **Verb in conditional composite**	Course presentation and reading of the syllabus. Oral presentation: Composition. Analysis of a film

	Lexical **Topic 12:** Vocabulary relevant to social and historical contexts of some Latin American countries such as: Costa Rica **Topic 13:** Popular idiomatic expressions of Costa Rica **Topic 17:** Vocabulary with gender change: *el leño - la leña, el fruto-la fruta, el cuchillo- la cuchilla, el jarro-la jarra* **Orthographic** **Topic 18:** Structure and distribution of paragraphs **Topic 19:** Period **Semantic** **Topic 24:** Component analysis: Metonymy **Sociolinguistic:** **Topic 25**: **Markers** Formal and informal registration: usted (-es), vos Proverbs. **Pragmatic:** **Topic 26**: **Discursive competence:** is the ability to order sentences to produce coherent fragments and of natural sequence according to a specific situation. **Topic 27:** Functional competence **Micro functions** **Macro functions**	
2	**Grammatical:** **Topic 8**: **Verbs in imperfect subjunctive tense.** **Topic 11**: **a. Use of prepositions and their function.**	Oral presentation: Composition. Reading report Interview with Hispanics

	Lexical **Topic 12:** Vocabulary relevant to social and historical contexts of some Latin American countries such as: Colombia **Topic 14**: Vocabulary of environmental issues **Orthographic** **Topic 20:** Comma **Topic 21:** Colon **Sociolinguistic:** **Topic 25:** Idioms. *Al Sapri le metieron dos.* Expressions of beliefs. *A Dios rogando y con el mazo dando.* **Pragmatic:** **Topic 26**: **Discursive competence:** is the ability to order sentences to produce coherent fragments and of natural sequence according to a specific situation. **Topic 27:** Functional competence **Micro functions** **Macro functions**	
3	**Grammatical:** **Topic 9**: **Composite tenses of the subjunctive** (past composite and pluperfect) **Lexical** **Topic 12:** Vocabulary relevant to social and historical contexts of some Latin American countries such as: Panama and Peru. **Topic 15**: Infrastructure vocabulary **Orthographic** **Topic 22:** Ellipsis Sociolinguistic: **Topic 25:** Expressions of attitudes.	Oral presentation: Composition. Reading report Sociodrama Oral and written dialog	

	Pragmatic: **Topic 26**: **Discursive competence:** is the ability to order sentences to produce coherent fragments and of natural sequence according to a specific situation. **Topic 27:** Functional competence **Micro functions** **Macro functions**	
4	**Grammatical:** **Topic 10: Structure and use of conditional sentences with "si"** **Topic 11**: **b. Pronouns** **Lexical** **Topic 16**: Vocabulary of *cultural* aspects *(art, music, costumes, religion) modern vs. old.* **Orthographic** **Topic 23:** Exclamation marks **Sociolinguistic:** **Topic 25:** Expressions of values. *Eso no es juego limpio.* **Pragmatic:** **Topic 26**: **Discursive competence :** is the ability to order sentences to produce coherent fragments and of natural sequence according to a specific situation. **Topic 27:** Functional competence **Micro functions** **Macro functions**	Oral presentation: Composition. Reading report Oral and written dialog

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.