

CENTER FOR INTERNATIONAL PROGRAMS AND SUSTAINABILITY STUDIES

Name of the course: Advanced II

Course code: SPN 302 / C2 (*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 301, Advanced I

Course Description:

In this course the student can perform with ease and interact with language proficiency in situations of personal, social and public life. Uses the language with linguistic nuances and idiomatic expressions as well as colloquial forms which are applied with propriety, precision and ease. Understands any interlocutor even when dealing with abstract and complex issues, holds a conversation with native speakers face to face, fully understands lectures and presentations. Handles him/herself in specialized contexts with comfort, interacts and provides opinions on the matter.

This course answers the question **How to produce speeches in Spanish in a clear, fluid, structured and logical way, to achieve effective communication in a different sociocultural context and solve complex situations orally and in writing?**

To answer this question the following topics will be studied:

- Characteristics of narration
- Propriety of words (synonyms, antonyms, paronyms and homonyms)
- Use of vos
- Word formation (derivation and composition)
- Relative pronouns
- Uses of "se"
- Indirect style
- Uses of the adverb
- Verbal periphrasis
- Uses of the gerund

The following skills will be promoted throughout the course:

- Ability to narrate orally and in writing
- Ability to describe in a clear, structured and logical way
- Ability to give recommendations, suggestions and advice
- Ability to provide explanations, instructions, excuses and justifications
- Ability to use vos and popular expressions in appropriate contexts
- Ability to discuss issues of social, political and cultural relevance
- Ability to comment newspaper articles and short stories by Spanish-speaking writers
- Ability to write complex texts with clarity and precision

Some of the 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
<p>Linguistic competence</p> <p>Analyzes the use of the language with a high degree of precision, ownership and ease to communicate orally and in writing according to the linguistic maxims of the course.</p>	<p>Builds clear, fluid and well-structured discourses, with logic and efficiency</p> <p>To structure written texts with high degree of correction</p> <p>To use a wide repertoire and lexical richness that allows to communicate in different cultural contexts</p> <p>To integrate the meaning or semantic value of words in different contexts</p>	<p>Oral presentations</p> <p>Debate</p> <p>Directed reading</p> <p>Practical reports</p> <p>Creation of a brochure</p> <p>Design of a product and an advertising campaign</p>
<p>Socio-linguistic competence</p> <p>Shares different ideas to convey opinions accurately and with different nuances of meaning to eliminate ambiguity.</p>	<p>Highlights markers in the formal and informal register.</p> <p>Mediates between the speaker of the target language and the community of origin, and to take into account cultural differences through popular sayings, political and social sayings and jokes</p>	<p>Oral presentations</p> <p>Debate</p> <p>Directed reading</p> <p>Practical reports</p> <p>Creation of a brochure</p> <p>Design of a product and an advertising campaign</p>

<p>Pragmatic competence</p> <p>Uses a broad discursive competence to produce coherent fragments in communication.</p>	<p>Builds texts through the functional use of spoken discourse or written text such as description, narration, presentation, explanation and commentary</p>	<p>Oral presentations Debate Directed reading Practical reports Creation of a brochure Design of a product and an advertising campaign</p>
General		
<p>Integrates 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>Directed readings Compositions</p>
<p>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.</p>	<p>Communicate disciplinary thoughts in oral, iconic and written form.</p>	<p>Directed readings Oral presentations Design of a product</p>
<p>Integrates the knowledge, skills and attitudes needed to learn teamwork and leadership techniques.</p>	<p>Teamwork and leadership</p>	<p>Directed reading Oral presentations Brochure Design of a product</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. Talking responsibly In depth listening</p>	<p>Directed reading Oral presentations Brochure Design of a product</p>

Contents

1. Linguistic Contents

1.1 Grammatical

Topic 1: Subjunctive mode

- a. Review of all the tenses of the subjunctive mood

Topic 2: Use of vos

- a. Use of vos in its forms and contexts

b. Articles

- a. Maximum degree value. No es una película, es la película.
- b. Emphatic value Es un médico / Es un señor médico / Es todo un médico / Es un médico, médico.
- c. Substantive value. Un despertar sin sosiego. Un ir y venir. Un porqué.
- d. Comparative quantifiers: gravatives or degree. Es más tonto.
- e. Quantitative proportionals: todo, nada, cada. Llegué toda mojada / No es nada caro.
- f. Quantifiers with emphatic value. Muy hombre, muy torero / Esa es demasiada casa para ellos / Dice cada cosa.../ Es todo corazón / Todo un señor.

Topic 3: Relative pronoun

Topic 4: "Se" pronoun

- a. Passive "se"
- b. "se" for unplanned action or non-responsible subject
- c. Pronominal verbs
- d. Different meanings of "to become"

Topic 5: Indirect style

Adjectives subordinates

- Specific Con + que / el que. El lapicero con (el) que escribo /
- Pronoun and adverbs. *Dondequiera que voy/ Comoquiera que los hiciera.../ Cuandoquiera que llegue lo recibiremos...*
- Por doquier. *Había pobreza por doquier*

Adverbial Subordinates

- Place – Destination / Destination
- Mode: como - según
- Causal
- Final

Topic 6: Verbal periphrasis

- a. Periphrasis with infinitive
- b. Periphrasis with participle
- c. Periphrasis with gerund

Topic 7: Correct and incorrect uses of the gerund

1.2 Lexical

Topic 9: Abstract themes:

- a. How to make a summary
- b. The short story
- c. The fables
- d. The poem
- e. Literary vocabulary (literary figures)

1.3 Semantic

Topic 10: Synonyms, antonyms, paronyms and homonyms

Topic 11: Word formation

- a. Derivation (*casa (-ita, -ucha, -ota)*)
- b. Composition (*abrelatas, pelirrojo*)

c. The adverb

1.4 Orthographic

Topic 12: Structure - the distribution of paragraphs and types of paragraphs.

Comma (,)
Period (.)
Semicolon (;)
Colon (:)
Ellipsis (...)
Question marks (¿?)
Exclamation marks (¡!)
Parenthesis (())
Brackets ([])
Quotation marks (" ")
Line (-)
Hyphen (-)
Umlaut (¨)
Bar (/)
Asterisk (*)
Paragraph sign (§).

2. Words that are written together and separated (*por qué, porque, porqué*).

2. Sociolinguistic contents

Topic 13: Markers

- Formal and informal registration: usted (-es), vos
- Popular sayings (*Quien bien te quiere te hará llorar (Estar limpio, estar en la calle)*)
- Social, political and other sayings (*"La política es el arte de impedir que la gente se meta en lo que sí le importa"*).

Topic 14: Pragmatic contents

Discursive competence

- Syntactic distribution, with values of meaning.
- Exclamatory forms (*qué, cómo, cuánto, cuánta, cuántos, cuántas*)

Functional competence

- Micro functions through brief statements of interaction with: Verbal times in indicative:
Present threat (*¡No te lo consiento! ¿Oyes? Te mando ahora mismo de paseo?*)
Present future (*Antes te mato que dejar que te acerques a mí*)
Past censorship. (*Lo que me faltaba*)
Past distancing (*Todo el día buscándolo y mirá dónde estaba el libro*)
Past- present (*Ya llegó*)

Methodology

The proposed approach is the one used by the Common European 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. 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.

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.

Learning strategies

The following learning strategies will be performed:

- Two oral presentations to promote oral expression and research on different topics and application of linguistic content.
- Three practical reading reports that show the ability to interpret a literary text and summarize it in a clear, precise and coherent way.
- Five compositions that show the complex and appropriate use of organized, varied structures and a wide range of connectors and vocabulary. The application of linguistic contents learned in class.
- Debate is a space dedicated to promoting speaking and research techniques on different topics. The idea is for students to choose and prepare a topic to debate and generate similar or contradictory ideas and points of view.
- Projects: two projects will be carried out in the course and will be presented orally and in writing. These projects allow each student to express their opinions, interpret, evaluate and generate conversation. The capacity for research, writing and oral expression will be demonstrated.
- Oral analysis of a film in order to promote a critical attitude towards social and political issues.

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.

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.

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.

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.

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
Oral presentations	20%
Reading reports	15%
Compositions	25%
Project 1: Brochure	15%
Project 2: Design and advertising campaign for a product	15%
Debate	5%
Analysis of a film	5%
TOTAL POINTS	100%

Rubric to evaluate

1. Oral presentations where the use of the three communicative competences will be promoted: linguistic, socio-linguistic and pragmatic. There are two oral presentations, the proposed topics are:
 - a. Current stereotypes
 - b. Attitude towards gender diversity in this era
 - c. Aspects that influence climate change
 - d. Misuse of waste, recycling

	Excellent 2	Very good 1	Good 0.5	Insufficient 0
Message clarity Builds clear, fluid and well-structured discourses, with logic and efficiency				
Fluency Expresses herself spontaneously and in detail				
Grammatical structures Maintains constant grammatical mastery of a complex language level				
Vocabulary management Uses a wide repertoire and lexical wealth				
Pronunciation Communicates clearly and there is no great influence of the native language				

2. Reading reports show the ability to interpret a literary text and summarize it in a clear, precise and coherent way. There will be three reading reports
 - a. La noche de los feos by Mario Benedetti
 - b. Conciencia breve by Iván Egüez
 - c. Poems by Jorge Debravo: Nosotros los hombres, Nocturno

	Excellent 1.25	Very good 1	Good 0.50	Insufficient 0
Analysis of texts Understands and interprets the text clearly				
Clarity of the message Makes complex and appropriate use of varied, organized structures and a wide series of connectors				
Vocabulary management Uses a broad repertoire and lexical wealth				
Ability to summarize: Is able to extract the main ideas and summarize them				

3. Compositions that show the complex and appropriate use of organized, varied structures and a wide range of connectors and vocabulary. There will be five compositions:
- Write an original fable with its moral
 - Write a dialog with the use of vos and idiomatic expressions
 - Write an instruction manual with the use of passive "se" (how to tie shoes, how to use an ATM, how to change a light bulb, give instructions for a board game)
 - Dialog with the use of indirect style
 - Write a composition with popular sayings and expressions (A tourist in Costa Rica)

	Excellent 1.25	Very good 1	Good 0.50	Insufficient 0
Text structure Writes complex clear texts with an appropriate style and good structure.				
Message clarity Maintains consistent grammatical mastery of a complex language level				
Vocabulary management Uses a broad repertoire and lexical wealth.				
Use of connectors Creates a coherent and cohesive discourse, uses varied organizational structures and a wide series of connectors.				

- 4) Project 1: In this project the student should make a brochure for a Latin American country for promoting a tourist package and a fabulous vacation. Each student chooses the country or place they want to offer. This project is presented orally and in writing.

	Excellent 3	Very good 2	Good 1	Insufficient 0
Message clarity Builds clear, fluid and well-structured discourses, with logic and efficiency				
Grammatical structures Maintains constant grammatical mastery of a complex language level				
Fluency Expresses herself spontaneously and in detail				
Vocabulary management Uses a broad repertoire and lexical wealth				
Creativity Uses resources to make the presentation more interesting.				

- 5) Project 2: In this project the student designs a product and the advertising campaign to promote the purchase or sale of the product. This project is presented orally and in writing.

	Excellent 3	Very good 2	Good 1	Insufficient 0
Message clarity Builds clear, fluid and well-structured discourses, with logic and efficiency				
Grammatical structures Maintains constant grammatical mastery of a complex language level				
Fluency Expresses herself spontaneously and in detail				
Vocabulary management Uses a broad repertoire and lexical wealth				
Creativity Uses resources to make the presentation more interesting.				

- 6) Debate on a current and controversial topic. The objective is that they express themselves clearly and can share and discuss their points of view with clarity and fluency.

	Excellent 1	Very good 0.5	Good 0.25	Insufficient 0
Message clarity Builds clear, fluid and well-structured discourses, with logic and efficiency				
Fluency Expresses herself spontaneously and in detail				
Grammatical structures Maintains constant grammatical mastery of a complex language level				
Vocabulary management Uses a broad repertoire and lexical wealth				
Pronunciation Communicates clearly and there is no great influence of the native language				

- 7) Oral analysis of a film in order to promote a critical attitude towards diverse issues.

	Excellent 1	Very good 0.5	Good 0.25	Insufficient 0
Message clarity Builds clear, fluid and well-structured discourses, with logic and efficiency				
Fluency Expresses herself spontaneously and in detail				
Grammatical structures Maintains constant grammatical mastery of a complex language level				
Vocabulary management Uses a broad repertoire and lexical wealth				
Pronunciation Communicates clearly and there is no great influence of the native language				

GRADING	DESCRIPTION
EXCELLENT (100-90%)	Approaches the subject in question in a profound and concise way. Describes and identifies it clearly and fluently. Presents strategies and gives solutions if necessary, with breadth and clarity. Communicates with total certainty. Structures what is said and gets along with authority. Integrates dimensions of semantic change. Varies the intonation and places the emphasis of the sentence correctly to express subtle nuances of meaning.
VERY GOOD (89% -80%)	Approaches the subject in a good way, although less profound. Describes and identifies it. Clearly presents at least two solution strategies to the problem, as well as the justification. Expresses herself with fluidity and spontaneity, but with effort. The difficulty of the subject can hinder the natural fluidity of its expression.
GOOD (79%-75%)	Approaches the problem in a good way. Presents it in a sufficient way, describes it and identifies it. Clearly presents at least two solution strategies to the problem, as well as the justification. Can communicate with a fairly uniform rhythm, but makes some long pauses and hesitates to continue communicating.
INSUFFICIENT (74% or less)	Approaches the subject and describes it in a limited way. Transmits with reasonable precision simple information, the linguistic repertoire is scarce. When expressing complex ideas, makes mistakes and inaccuracies. Uses a register not adapted to the communicative situation.

Base bibliography:

- Camacho Milagro, Pinto Carmen, 2015. *Encuentros culturales: español como segunda lengua nivel avanzado II*. Editorial Veritas

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- 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: Edilma Libros, Ediciones y distribuciones Mateos.

Schedule

Week	Sub competence	Content	Teaching Strategies
1	<p>Builds clear, fluid and well-structured discourses, with logic and efficiency</p> <p>Structures written texts with high degree of correction</p>	<p>Grammatical Topic 1 Review of all the tenses of the subjunctive mood</p> <p>Lexical Topic 9 How to make a summary The fables Literary vocabulary (literary figures)</p> <p>Semantic Topic 10 Synonyms, antonyms, paronyms and homonyms</p> <p>Orthographic Topic 12 The comma, the semicolon, the colon, ellipses</p>	<p>Presentation of the course. Directed Reading Reading reports Summarize stories and fables Composition 1: Fable</p>

<p style="text-align: center;">2</p>	<p>Uses a wide repertoire and lexical richness that allows to communicate in different cultural contexts</p> <p>Builds texts through the functional use of spoken discourse or written text such as narration and presentation,</p> <p>Highlights markers in the formal and informal register.</p>	<p>Grammatical Topic 2 Past subjunctive Use of vos in its forms and contexts The article: Comparative, quantitative proportional quantifiers, quantifiers with emphatic value</p> <p>Lexical Topic 9 Reading La noche de los feos by Mario Benedetti</p> <p>Semantic Topic 11 Word formation Derivation</p> <p>Orthographic Topic 12 Question marks and exclamation marks, parentheses, square brackets</p> <p>Grammatical Topic 3 Relative pronoun</p> <p>Orthographic Topic 12 Quotation marks, line, hyphen</p> <p>Socio-linguistic contents Topic 13 Markers Formal and informal registration: usted (-es), vos</p> <p>Pragmatic contents</p> <p>Discursive competence Topic 14 Syntactic distribution, with values of meaning. Exclamatory forms (<i>qué cómo, cuánto, cuánta, cuántos, cuántas</i>)</p> <p>Semantic Topic 11 Word formation Composition.</p>	<p>Directed readings Composition 2 Dialog Project 1: Create a brochure for a Latin American country Analysis of a film</p>
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<p>3</p>	<p>Integrates the meaning or semantic value of words in different contexts</p> <p>Orders sentences to produce coherent fragments and of natural sequence according to a specific situation.</p> <p>Builds texts through the functional use of spoken discourse or written text such as explanation, justification,</p>	<p>Grammatical Topic 4 Uses of Se: Passive "se" "Se" for not responsible subject or unplanned action Pronominal verbs Different meanings of "to become"</p> <p>Lexical Topic 9 Reading Conciencia breve by Iván Egüez Vocabulary used in social implications, to solve situations of complexity levels.</p> <p>Orthographic Topic 12 Umlaut, bar, asterisk</p> <p>Pragmatic contents Functional competence Topic 14 Micro functions through brief statements of interaction with: Verbal times in indicative: Values of meaning: Present threat, present future</p> <p>Grammatical Topic 5 Indirect style Subordinated adjectives: specifications, pronoun and adverbs Subordinate adjectives: place, mode, causal and final</p> <p>Semantic Topic 11 The adverb</p> <p>Pragmatic contents Functional competence Topic 14 Present future Past censorship. Past distancing</p>	<p>Reading reports Oral presentation 1 Composition 3 Legend Composition 4 Instructions Debate</p>
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4	Elaborates brief statements of interaction through exclamatory forms	<p>Grammatical Topic 6 Verbal periphrasis with infinitive, participle and gerund</p> <p>Lexical Topic 9 Reading the poem Hombre by Jorge Debravo Descriptive vocabulary of a specialty. Legal, medical, business or others.</p> <p>Pragmatic contents Functional competence Topic 14 Past distancing Past-present</p> <p>Grammatical Topic 7 Correct and incorrect uses of the gerund</p> <p>Orthographic Topic 12 Words that are written together and separated (por qué, porque, porqué).</p> <p>Socio-linguistic contents Topic 13 Costa Rican sayings and expressions Jokes</p>	<p>Reading reports Composition 5 A tourist in Costa Rica. Project 2: Design of a product and an advertising campaign</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.