

A1 COMMUNICATIONAL STRATEGIES OF WRITTEN SPANISH GRAMMAR & COMPOSITION

TERM: SUMMER	INSTRUCTION: SPANISH
COURSE TITLE	COMMUNICATIONAL STRATEGIES OF WRITTEN SPANISH: GRAMMAR & COMPOSITION
WEEKLY HOURS	11
# CONTACT HOURS	44
PRE-REQUISITE	NONE

COURSE DESCRIPTION
<p>This course delves into the intensive learning of the fundamentals of Spanish vocabulary and grammar, corresponding to the beginner level A1 according to the Common European Framework of Reference for Languages (CEFR).</p> <p>The course is theoretical and practical, aimed at addressing morphological aspects of grammar at a basic level with a descriptive-normative approach and using various materials such as workbooks, songs, and newspapers. The system of rules of Spanish and its application in different contexts will be reviewed, analyzed, and applied.</p>
GENERAL OBJECTIVE
<p>To introduce students to the world of learning Spanish as a foreign language, enabling them to acquire general grammatical knowledge relevant to the language being studied and thus develop communication skills with a degree of fluency appropriate for their beginner level.</p>
SPECIFIC OBJECTIVES
<p>As social agent students are expected to:</p> <ul style="list-style-type: none"> • Participate in social interactions within the immediate social sphere. • Be able to use a brief repertoire to initiate and maintain a simple conversation. • Understand short, medium-complexity oral and written texts, identifying words, phrases, and the main idea in texts containing simple instructions or information. <p>As intercultural speaker students are expected to:</p> <ul style="list-style-type: none"> • Become familiar with the most well-known and relevant cultural knowledge and references of a Spanish-speaking country. • Value and become aware of cultural diversity, recognizing the differences in perceptions, values, attitudes, and behaviors between the culture of origin and the one in which they are immersed. • Face intercultural situations and share experiences with classmates. <p>As autonomous learner students are expected to:</p> <ul style="list-style-type: none"> • Assimilate the content and become familiar with the strategic use of procedures to effectively utilize the time and space allocated to learning and using Spanish.

- Identify the resources and opportunities available for learning.
- Consistently create and seek out meaningful contexts for using Spanish, reinforcing internal and external stimuli to achieve more independent learning.

KEY CONTENT

- 1) Alphabet
- 2) Numbers
- 3) Nouns
- 4) Articles
- 5) Adjectives
- 6) Personal Pronouns
- 7) Demonstratives
- 8) Possessives
- 9) Indefinite and Quantitative Tenses
- 10) Interrogative Tenses
- 11) Frequently Used Relative Tenses (que)
- 12) To Be and To Be
- 13) Verb Tenses (Present Indicative)
- 14) Adverbs
- 15) Prepositions
- 16) Time References (Days of the Week, Months, Dates, Seasons, Time)

TEACHING AND EVALUATION METHODOLOGIES

Classes are lecture-based. However, students are expected to participate through oral and written assignments and activities, individually, in pairs, and in groups, with the goal of promoting practice and consolidation of the content.

While all skills (reading, writing, listening, and speaking) are topics of study, emphasis will be placed on the development of oral and written comprehension.

Students will work throughout the semester with virtual and physical guides.

The content will be complemented by their Communication Spanish class and the various cultural outings conducted by the Spanish center of UVM

ASSESSMENT

The assessment requirement is 65%.

The aspects to be assessed are:

- Participation and attendance 10%
- Written records (compositions) 20%
- Content checks 20%
- Presentations 20%
- Exams 30%

BIBLIOGRAPHY

- 501 SPANISH VERBS. Christopher Kendis, Ph.D., and Theodore Kendris, Ph. D. Barron's Kendris and Kendris.2007.
- DICCIONARIO ESENCIAL DE LA LENGUA ESPAÑOLA. RAE. ESPASA. 2006.
- ESPAÑOL EN MARCHA. GUÍA DIDÁCTICA. Francisca Castro, Pilar Díaz-Ballesteros, Ignacio Rodeco, Carmen Sardinero. SGEL. 2005.
- EXPRÉSATE. Holt, Rinehart and Winston. Florida, USA. 2012.
- LA GRAMÁTICA DESCOMPLICADA. Álex Grijelmo. Círculo de Lectores. Santillana Ediciones Especiales S. L. 2006.
- LAROUSSE GRAMÁTICA DE LA LENGUA ESPAÑOLA. REGLAS Y EJERCICIOS. Irma Munguía, Martha. Munguía y Gilda Rocha. Larousse. 2000.
- PRACTICE MAKES PERFECT. SPANISH PRONOUNS AND PREPOSITIONS. Dorothy Richmond. Mc Graw Hill. New York. USA. 2010.
- PRACTICE MAKES PERFECT. SPANISH VERBS TENSES. Dorothy Richmond. Mc Graw Hill. New York. USA. 2010.
- REPASE Y ESCRIBA. Dominics & Reynolds. Wiley. New York. USA. 2003.

Links

- www.icarito.cl
- www.elmercurio.com
- www.cnn.cl
- www.rutaele.com