

**B1 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	A2

COURSE DESCRIPTION
In this intensive grammar course, students will acquire the language skills necessary to interact in a variety of situations and deal with everyday problems, thereby developing the communication skills that will enable successful written communication.
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> <p>As social agent, students are expected to:</p> <ul style="list-style-type: none"> • Semi-autonomously manage frequently used sources of information required to conduct transactions and obtain details and clarifications through interaction with people who have the necessary information. • Participate in various types of social situations and act according to the conventions of the community in which they live regarding visits, eating and drinking, accepting and rejecting invitations, etc. • Recognize familiar genre conventions (through transfer of knowledge from other languages and cultures) and identify those that are idiosyncratic to Hispanic culture. <p>As intercultural speaker, students are expected to:</p> <ul style="list-style-type: none"> • Be aware that different cultural systems contain elements (perceptions, values, behaviors, etc.) at different levels—from the most peripheral or situational to the most central or deeply rooted. • Develop strategies that allow them to navigate very basic intercultural situations, so that communication with native speakers becomes possible. <p>As autonomous learner students are expected to:</p> <ul style="list-style-type: none"> • Identify the strengths and weaknesses of their own learner profile and flexibly adapt as needed. • Formulate their learning goals, taking into account the outcomes and requirements of the program (objectives, content, methodology, and assessment).

SPECIFIC OBJECTIVES
<ol style="list-style-type: none"> 1. Verb tenses (perfect, imperfect, indefinite) 2. Periphrasis “deber de”/” tener que” + infinitive 3. Verbs that express mood swings (“ponerse nervioso”, “dar miedo”, “enfadarse”) 4. Uses of “ser” (qualities and defects: “” + personality adjectives) 5. Connectors (“cuando”, “luego”, “después”, “entonces”, “porque”) 6. Quantifiers (“demasiado”, “muy”, “bastante”, “un poco”, “nada”) 7. Comparisons: relative superlative
KEY CONTENT
<ul style="list-style-type: none"> • Contrasts between the preterite and imperfect tenses • Differences and uses of the prepositions “por” and “para” • Subjunctive mood: Present subjunctive • Direct and indirect object complements • Imperative mood: Affirmation and Negation
TEACHING AND EVALUATION METHODOLOGIES
<ul style="list-style-type: none"> • Students will work on grammatical exercises that will be reviewed in class, and will complete individual essays that will be reviewed and graded with cumulative scores. • Articles, sample formal letters, emails, movie reviews, etc., will be used to enhance reading comprehension, the acquisition of new vocabulary, and inference (in Study Guide formats). • Role-playing games are proposed to better develop the writing objectives, as well as exercises in pairs or groups.
ASSESSMENT
<p>The assessment requirement is 65%.</p> <p>The course offers three types of assessment:</p> <ul style="list-style-type: none"> • Written reviews 10% • Written assignments (3) 60% (20% each) • Written exam 20%
BIBLIOGRAPHY
<ul style="list-style-type: none"> • Website INSTITUTO DE VERBOLOGÍA HISPÁNICA: http://www.verblog.com/entrada.htm • TODOELE, espacio con recursos, materiales e información para profesores de español como lengua extranjera y segunda: http://www.todoele.net/ • EDELSA, GRUPO DIDASCALIA S.A., Líder en Español como Lengua extranjera: http://www.edelsa.es

- 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.
- PRACTICE MAKES PERFECT. BASIC SPANISH. Richmon. 2012.
- www.videoele.com
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