

Course: Spanish Language and Culture Course
Code: CH1801
Level: A1
No. of ECTS credits: 12
Requirements: None

Professor:
C.e.:
Office hours:

Description

In this course, students without previous knowledge of Spanish will come into contact with the Spanish language for the first time. Students will be introduced to lexical content (e.g.: personal information, hobbies, stores products, etc.) as well as cultural content (customs and regions) in order to be able to communicate in different everyday situations and to take part in basic social interactions with Spanish speakers. Students will learn how to introduce themselves, ask questions, and to communicate as well as to show their interests, tastes and preferences. In addition, students will be introduced to schedules, routines and habits that will help them to adapt themselves much easily to live in Spain. Students will also be introduced in the diversity of the Spanish culture, which will allow them to compare and to reflect on differences and similarities found compared to their countries.

Learning Objectives

- To communicate in basic social situations related with most immediate needs.
- To recognize the most internationally well-known cultural examples of Spain and Latin America.
- To participate in social interactions within one's social, professional or academic context.
- To make cultural diversity as a source of cultural enrichment for one self's cultural competence.
- To know the resources available to learn Spanish inside and outside the classroom.

Training Activities

Training activities develop through different teaching strategies:

- Theory and Practice Classes
- Tutorial sessions
- In-class presentations
- Daily work outside the classroom
- Group works outside the classroom
- Workshops and complementary training
- Teaching activities outside the campus

Allocated exposure time: 90 hours.

Methodology

A communicative approach based on a process and constructive acquisition of knowledge is followed. This methodology focuses on a student-centered teaching and learning process, which fosters active participation and promotes the development of general and specific skills that demonstrate knowledge, capabilities and attitudes to be applied in a future profession.

Grading System

Assessment is based on an active and collaborative student-centered teaching and learning process. Different strategies and tools such as tests, exams, activities or self-evaluation activities. The final grade is computed upon the following scale:

- **33 % Active class participation**
- **33 % Daily assignments**
- **34 % Exams**

Grading Scale from 0 to 10		
Figure	Letter	Percentage
10	A+	100 %
9.5 – 9.9	A	95 – 99 %
9 – 9.4	A-	90 – 94 %
8.5 – 8.9	B+	85 – 89 %
7.5 – 8.4	B	75 – 84 %
7 – 7.4	B-	70 – 74 %
6.5 – 6.9	C+	65 – 69 %
6 – 6.4	C	60 – 64 %
5 – 5.9	C-	5 – 59 %
0 – 4.9	F	0 – 49 %

The final grade will be calculated as the average between daily work, participation and exams.

Attendance Policy

Attendance is mandatory. A medical or any other valid note is needed in order to excuse any absence. Every **SINGLE CLASS** missed corresponds to one unexcused absence. For example, missing one day in which there are 3 classes results in 3 absences. Two 15-minute incidents of lateness will be considered as one absence. Unexcused absences will negatively affect the final grade within participation grade. Participation grade will be deducted as follows:

UNEXCUSED ABSENCES	PARTICIPATION
3 unexcused absences	-30 %
4 unexcused absences	-40 %
5 unexcused absences	-50 %

More than 5 unexcused absences will result in a **ZERO (0) FOR THE PARTICIPATION GRADE**. A student having 7 or more unexcused absences will fail the course. Students with excused absences will be assessed as Not-present (N.P). Non-attendance does not free the student from handing in papers or any other assignments.

Active Participation

Due to the teaching method used in class, the student will be required to show an active participation base on the following points:

- Correction of activities
- Consideration of different grammar topics
- Oral activities (individually, in partners or in groups). Fluency, grammatical accuracy, variety of vocabulary and adequacy to the context will be considered.

Participation Assessment Criteria	Grade
The student frequently makes original and significant contributions, which promote discussions by critically and analytically examining comments based on readings, research, and assignments.	8.5 - 10
The student participates voluntarily and makes frequently interesting contributions based generally on their insight and daily work.	7 - 8.4
The student seldom makes comments, instead he only participates when being asked and does not show a real interest in the course. He is never collaborative in discussions and does not show awareness on the significance of readings and work.	5 - 6.9
The student makes irrelevant comments detrimental for the good running of the class, usually as a result of repeated absences and a lack of daily work.	0 - 4.9

Daily Work

Daily work will be made up of a variety of tasks, readings and research outside of the class hours.

Exams/ Presentations/ Essays

A mid-term either written or oral will be made as well as presentations in class according to the requirements of the class. Absences do not excuse any exam, assignment, or presentation. Missing the assignments will result in a zero (0) grade in these grading criteria.

Warning about plagiarism

When writing an essay or any other paper for class or a test, the readings used must be mentioned. This can be done in footnotes, bibliography or through direct reference to the specific author. Any mistake or omission of citations will be considered as plagiarism, which is the greatest academic offense and can cause detrimental consequences to the plagiarist.

Suggested readings:

ALONSO, R. et al (2005). Gramática Básica del Estudiante de Español, Difusión. Barcelona.

ALONSO, J. (2004). Verbos españoles, Difusión. Barcelona

ARAGONÉS, L y PALENCIA, R. (2003). Gramática de uso de español para extranjeros, SM. Madrid.

GÓMEZ TORREGO, L. (2007). Gramática Didáctica del Español, SM. Madrid

MORENO, C, HERNÁNDEZ, C y MIKI KONDO, C. (2007). En gramática Elemental A1-A2, Anaya, Madrid.

REAL ACADEMIA ESPAÑOLA (2001). Diccionario de la Lengua Española, Espasa. Madrid.

REAL ACADEMIA ESPAÑOLA (2005). Diccionario Panhispánico de Dudas, Santillana, Madrid.

SECO, M. (2000). Diccionario abreviado del español actual, Aguilar. Madrid

Online resources:

Grammars:

<http://aprenderespanol.org/>
<http://www.indiana.edu/~call/ejercicios.html>
<http://www.esfacil.eu/es/gramatica.html>
<http://www.zonaele.com/>

Online dictionaries:

<http://www.rae.es>
<http://www.wordreference.com>

Media:

Press:

<http://www.elpais.es>
<http://www.elmundo.es>
<http://www.elperiodico.es>
<http://www.20minutos.es/>
<http://www.quediario.com/barcelona/index.html>
<http://www.diarioadn.com/>
<http://www.lasrevistas.com>

Radio:

<http://www.rne.es>
<http://www.m80radio.com>
<http://www.los40.com>

Television:

<http://www.rtve.es/>
<http://www.cuatro.com/>
<http://www.antena3.com/>
<http://www.telecinco.es/>

Virtual Campus

A virtual platform is available to students who will be able to check class content, do activities and to interact with the rest of the group. <https://campusvirtual.nebrija.es/>

UNIT	FUNCTIONAL CONTENTS	GRAMMAR CONTENTS	VOCABULARY CONTENTS
1.	<ul style="list-style-type: none"> - To ask about things in class. - To give and ask for personal information. - To speak in the Spanish class. 	<ul style="list-style-type: none"> - Gender - Three verb conjugations - Verbs: TENER, SER y LLAMARSE 	<ul style="list-style-type: none"> - The alphabet. - Numbers (from 1 to 20). - Nationalities.
2.	<ul style="list-style-type: none"> - To talk about academic and professional expectations and interests. - To express purpose. 	<ul style="list-style-type: none"> - Personal pronouns - Present tense of Indicative (regular verbs) mode - Definite article. 	<ul style="list-style-type: none"> - Activities of tourism and culture. - General Topics (history, cinema, food ...)
3.	<ul style="list-style-type: none"> - To describe places and countries. - To ask for and give information about existence and location of places and objects. 	<ul style="list-style-type: none"> - <i>Hay / está(n)</i> - Indefinite articles - Numbers - <i>Mucho/a/os/as</i> - <i>Hay/ Está (n)</i> - Difference <i>QUÉ / CUÁL(ES)</i> 	<p>Vocabulary related to description of countries (capitals, currency, weather, no. of inhabitants, gastronomy...)</p>
4.	<ul style="list-style-type: none"> - To identify objects - To express needs and preferences. 	<ul style="list-style-type: none"> - <i>Tener que</i> + infinitive - Verb <i>preferir</i> (to prefer) - <i>El/ la/ los/ las</i> + adjective - ¡<i>Qué</i> + adjective! 	<ul style="list-style-type: none"> - Clothes - Colors - Daily use objects - Numbers
5.	<ul style="list-style-type: none"> - To describe the characters and appearance of someone - To ask for and give information about likes and interests. - To talk about personal relationships. 	<ul style="list-style-type: none"> - <i>Ser</i> and <i>parecer</i> + adjective. - Verbs GUSTAR and ENCANTAR. - To contrast likes. - Possessive articles. 	<ul style="list-style-type: none"> - Adjectives of personality. - Free time activities. - Family relationships.

UNIDAD	CONTENIDOS FUNCIONALES	CONTENIDOS GRAMATICALES	CONTENIDOS LÉXICOS
6.	<ul style="list-style-type: none"> - To talk about habits. - To express frequency of actions. 	<ul style="list-style-type: none"> - Regular and Irregular verbs in the Present tense (<i>o – ue, e – ie, e – í</i>) - Reflexive verbs - Frequency adverbs - Sequence of actions: <i>primero..., después..., luego...</i> 	<ul style="list-style-type: none"> - Days of the week - Parts of the day - Free time activities - Vocabulary about animals
7.	<ul style="list-style-type: none"> - To get by in restaurants. - To give and ask information about meals. 	<ul style="list-style-type: none"> - Verbs: PONER and TRAER - SE Impersonal form 	<ul style="list-style-type: none"> - Food. - Dishes and menus. - At the restaurant. - Meals of the day.
8.	<ul style="list-style-type: none"> - To describe neighborhoods and cities. - To ask for and give directions. 	<ul style="list-style-type: none"> - Quantifiers. - Superlative. 	<ul style="list-style-type: none"> - Services and establishment for a city. - Adjectives to describe cities.
9.	<ul style="list-style-type: none"> - To talk about past events. - To ask for and give information about skills and abilities. - To talk about positive and negative characteristics of someone. 	<ul style="list-style-type: none"> - Present Perfect. - Regular and irregular participles. - Frequency adverbs - SABER + infinitive 	<ul style="list-style-type: none"> - Adjectives of personality. - Skills.
10.	<ul style="list-style-type: none"> - To ask for and give personal information. - To talk about likes and interests - To talk about personal relationships. - To describe the character of someone. - To talk about habits. - To talk about past events. 	<ul style="list-style-type: none"> - Present of indicative (regular and irregular verbs) - Perfect Preterit. - Questions with interrogative pronouns: <i>qué, cuándo, dónde, cómo, por qué, cuánto(s)...</i> 	<ul style="list-style-type: none"> - Review of vocabulary.