

Course: Spanish Language
Code: CH3001
Level: B2
No. ECTS Credits: 6
Requirements: B1 minimum language command

Professor:
C.e.:
Office hours:

Description

This course is based on written and oral texts similar to those in real communication for students to consolidate linguistic structures. The focus is put on the development of pragmatic strategies, the significance of the discourse and its impact on the syntactic structures to which the student is usually accustomed. Work in groups or pairs is important with an emphasis on the practice of conversation. Therefore, the purpose of the course focuses on providing the learner with the knowledge and skills required on a B2 language level as well as the expertise to meet certain linguistic deficiencies that may arise in their use of language in order to ensure success in communication, both spoken and written.

Learning Objectives

- To acquire discursive strategies necessary to reasoning several content.
- To master grammar structures related to past tenses, uses of the subjunctive, subordinating conjunctions and discourse connectors.
- To know the significance of organizing a text, selection of words and of suprasegmental factors in communication.
- To recognize different levels of formality in a text.
- To promote the autonomy of the learner through compensatory strategies to solve problems of communication.
- To develop listening comprehension and improve student's ability to do a selective listening.
- To improve both speaking and written skills.
- To expand vocabulary through prefixation and suffixation of words.

Training Activities

- 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

Contact-hours: 45 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 an active participation and promotes the development of general and specific skills that show knowledge, capabilities and attitudes to be applied in a future job.

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 based upon the following scale:

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

Scale consists of zero out 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 is the average between daily work, participation and exams.

Attendance Policy

Assistance 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. Double 15-minute delays will be considered as one absence. Unexcused absences will negatively affect the final grade within participation grade. Participation grade will get lower as follows:

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

More than 5 unexcused absences in PARTICIPATION GRADE will turn into zero (0). A student having 7 or more unexcused absences won't pass the course. Students with excused absences will be assessed as Non-attendance (N.P). Non-attendance does not free the student from handing in papers or any other task.

Active Participation

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

- Correction of activities
- Consideration of different grammar topics
- Speaking activities (individually, in partners or in groups). Fluency, grammar correctness, 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 doing critical and analytical comments clearly based on readings, research, daily work and in-class work.	8.5 - 10
The student participates voluntarily and makes frequently interesting contributions based generally on their thinking 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 class.

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. In case any exam / work / presentation is not made under any excused reason, the student will receive zero (0) as a grade in this 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 will be considered as plagiarism which is the greatest academic offence to be made and can cause serious 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.
- CASTRO, F. (2008). Uso de la Gramática Español. Intermedio, Edelsa. Madrid
- GÓMEZ TORREGO, L. (2007). Gramática Didáctica del Español, SM. 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 CONTENT	GRAMMAR AND LEXICAL CONTENT	TASKS
5	<ul style="list-style-type: none"> - To talk about physical characteristics of someone. - To describe someone's character. - To give and ask for information. - To flatter someone. - To express preferences. 	<ul style="list-style-type: none"> - Descriptive adjectives to describe a person physically and personality. - Relative adverbs. - Relative clauses with prepositions. - Disjunctive and subjunctive mode in relative clauses. - Exclamative sentences. 	<ul style="list-style-type: none"> - Questionnaires - Articles
	<ul style="list-style-type: none"> - To give opinions. 	<ul style="list-style-type: none"> - Verbs of assessment. - Present of subjunctive. - Imperfect preterit of subjunctive. - <i>Ser</i> and <i>estar</i> 	
2	<ul style="list-style-type: none"> - To talk of skills and abilities. - To assess negatively or positively specific actions. - To give advice, instructions or commands. 	<ul style="list-style-type: none"> - <i>Ser</i> and <i>estar</i>. - Verbs of assessment and obligation with infinitive, conditional or different tenses in the subjunctive mode. 	<ul style="list-style-type: none"> - Forum. - Websites.
3	<ul style="list-style-type: none"> - To report commands, advice or instructions. - To express cause, purpose and periods of time. 	<ul style="list-style-type: none"> - Reported speech: time agreement. - Discursive markers to organize information. - Some uses of <i>por</i> and <i>para</i>. 	<ul style="list-style-type: none"> - Informative texts/ Administrative texts.
4	<ul style="list-style-type: none"> - To express feelings. - To give advice. - To talk about personal anecdotes. - To show time relations between actions - To express lessening, appreciation or contempt. 	<ul style="list-style-type: none"> - Perfect Infinitive - Subjunctive Perfect Preterit - Vocabulary related to feelings - Time clauses. - Time connectors 	<ul style="list-style-type: none"> - Biographies.

6	<ul style="list-style-type: none"> - To show certainty, probability or possibility. - To alleviate a statement. 	<ul style="list-style-type: none"> - Resources to express different types of agreement according to the information given: adverbs, future and conditional tenses. - Resources to alleviate opinion. 	<ul style="list-style-type: none"> - E-mails. - Informative texts. - Phone conversations.
7	<ul style="list-style-type: none"> - To set out hypothesis. - To give advice. - To refer to other people. 	<ul style="list-style-type: none"> - Conditional clauses: <i>si</i> + imperfect of subjunctive. - Uses of the infinitive, present or imperfect of subjunctive to give advice. - Pronouns of Indirect and Direct Object. 	<ul style="list-style-type: none"> - Journalistic texts.
8	<ul style="list-style-type: none"> - To show annoyance and indignation. - To organize the speech. 	<ul style="list-style-type: none"> - Concessive sentences: <i>aunque</i>. - Discursive markers. 	<ul style="list-style-type: none"> - Journalistic texts.
9	<ul style="list-style-type: none"> - To give and ask for opinion. - To express agreement and disagreement. 	<ul style="list-style-type: none"> - Causal sentences: connectors of tenses. 	<ul style="list-style-type: none"> - Texts of opinion.
10	<ul style="list-style-type: none"> - To reason pro or against. - To express cause and purpose. 	<ul style="list-style-type: none"> - Causal sentences: connectors of tenses. 	<ul style="list-style-type: none"> - Informative brochures
11	<ul style="list-style-type: none"> - To make proposals and suggestions. - Noun formation from verbs. 	<ul style="list-style-type: none"> - Differences between <i>ser</i> and <i>estar</i>. - Interrogative words with or without preposition. 	<ul style="list-style-type: none"> - Informative articles.
12	<ul style="list-style-type: none"> - Review and final exam. 		