

**THE UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE
FACULTY OF HUMANITIES AND EDUCATION
CENTRE FOR LANGUAGE LEARNING**

COURSE DOCUMENTATION

**COURSE TITLE: LEVEL 2B SPANISH
SEMESTER: I, II
LEVEL: 1**

PREREQUISITES: LEVEL 2A SPANISH or a proficiency level of A2.1 in the Common European Frame of Reference (CEFR).

COURSE DESCRIPTION

This course is a communicative course designed to work on the four skills (listening, speaking, reading and writing) building on the work done in Level 2A Spanish. Students will be able to function increasingly independently in all four skills in familiar situations and topics. The goal is to help students improve their receptive skills as well as their speaking and writing skills.

During the synchronous online sessions, in addition to the textbook, the lecturer will provide authentic material which will enable students to become familiar with the sociolinguistic and cultural aspects of the Spanish language, as well as further their language practice. The approach of the course is student-centred and as part of the course the lecturer will encourage students to build strategies to become autonomous learners.

COURSE RATIONALE

This course will give students the opportunity to further their study of one of the languages spoken in the Caribbean region. It will provide students with the communicative skills to function in familiar contexts regularly encountered in work and leisure.

COORDINATOR INFORMATION

Name: Dr Diego Mideros
Email: diego.mideroscamargo@uwi.edu
Office Hours: By appointment

LETTER TO THE STUDENT

Dear Student,

Welcome to your Level 2B Spanish language course at the CLL! You have already grasped a basic understanding of the language, so we are going to work to get you one step further. We hope we can continue to help you develop your language skills as well as motivate you to expand your cultural knowledge and your ability to be an independent learner. Remember to have your textbook and dictionary for each session.

For those enrolled in remote classes, we wish to remind you that learning a language is a social experience, which usually involves verbal and non-verbal communication. When teaching and learning remotely, it is even more important that we ensure that both types of communication can be had, allowing for that human element in every session. Therefore, in as much as your circumstances allow, we would like to encourage you to turn your camera on during the sessions so that your tutor and classmates can interact with you.

We hope you continue to enjoy this educational experience that you've begun!

Warm regards,
Your tutor

IMPORTANT NOTICE TO STUDENTS

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CONTENT

The course focuses on developing students' knowledge of the Hispanic language and culture with an aim to achieving and consolidating an A2 competence in Spanish. The following are the communicative skills and grammatical topics that will be covered in this course.

Communicative skills

- Talking about cooking and eating habits, speaking about past experiences, assessing past experiences, expressing need, giving advice, talking about health issues, referring to habits in the past, debating, sequencing actions, expressing emotions, and telling anecdotes.

Grammar

- Direct object pronouns, impersonal forms of **se**, some uses of **ser** and **estar**, uses of the perfect and preterite tenses, form and uses of the imperative, the imperfect tense, temporal markers for the present and past tenses, irregular forms of the preterite, contrast between the preterite and the imperfect, temporal markers for telling stories.

Greater detail will be provided in the course calendar

GOALS/AIMS

At the end of this course the student should have an A2.2 level in the language according to the Common European Framework of Reference (CEFR). A more detailed description can be found at <https://bit.ly/1SrYDpO>.

This course aims to help students:

- Attain and consolidate an A2 level in reading, writing, conversation and listening
- Practice their conversation skills – A2 level
- Further their understanding of Spanish grammar and syntax
- Know further characteristics of life and culture in the Hispanic world
- Continue to develop themselves as adult language learners
- Promote independent and autonomous language learning

GENERAL OBJECTIVES

Students in this level will be able to:

- Understand texts that consist mainly of high frequency everyday language, the description of events, feelings and wishes in personal letters, as well as narratives in the past tense
- Communicate in simple and routine tasks requiring a direct exchange of information on familiar and routine matters in the present and past tenses
- Describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need
- Handle social exchanges

LEARNING OUTCOMES

By the end of this course, students will:

- Understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated
- Understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language
- Interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary
- Manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations
- Write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences
- Write very short, basic descriptions of events, past activities and personal experiences

COURSE ASSESSMENT

Assessment for this course will take place in person at the CLL in weeks 7 and 13. Special arrangements will be made for overseas students. Alternate arrangements for testing (with documentation) are solely at the discretion of the course Coordinator.

Assessment for this course consists of 100% in-course tests and participation, which is divided into 45% test 1, 50% test 2 and 5% class participation. Both tests 1 and 2 assess the four skills: listening, reading, speaking and writing.

Test 1 Week 7 (45%)	Oral Test 1 (15 marks)
	Writing Task 1 (10 marks)
	Reading Quiz 1 (10 marks)
	Listening Quiz 1 (10 marks)
Final Test (50%)	Listening Quiz 2 (15 marks) Reading Quiz 2 (10 marks) Writing Task 2 (10 marks) Oral Test 2 (15 marks)
Participation (5 %)	Participation (5 marks)

1. Test 1 45% (Week 7)

- Reading test 1 – Students must complete a reading test in class in Week 7. **10 marks**
- Writing test 1 – Students must complete a writing test in class in Week 7. **10 marks**
- Oral test 1 – In pairs, students will complete a role play exercise in response to a scenario. Students will be given time to prepare the role play. The test will take place in Week 7. **15 marks**
- Listening test 1 – Students must complete a listening test in class in Week 7. **10 marks**

2. Test 2 50% (Week 13)

- Reading test 2 **10 marks**
- Listening test 2 **15 marks**
- Writing test 2 **10 marks**
- Oral test 2 **15 marks**

3. Participation

Participation and attendance. **5 marks**

ATTENDANCE AND PARTICIPATION RUBRIC	
5 marks	Student attended at least 10 sessions or more and was punctual. Student makes a great effort to contribute when called upon and takes the initiative to contribute actively to any discussions or activities. Student's questions and comments during sessions (written/oral)

	demonstrate excellent preparation. Student does not interrupt others during discussions and demonstrates excellent netiquette.
4 marks	Student attended at least 8 or 9 sessions and was punctual. Student regularly contributes to class discussions and activities. Student's questions and comments during sessions (written/oral) often demonstrate good preparation. Student does not interrupt others during discussions and demonstrates good netiquette.
3 marks	Student attended 6 or 7 sessions and was mostly punctual. Student sporadically contributes to class discussions and activities. Some prompting needed to encourage participation. Student does not interrupt others during discussions and demonstrates adequate netiquette.
2 marks	Student attended 5 sessions. Student only contributes to sessions when repeatedly prompted and is generally unwilling to contribute. Student does not interrupt others during discussions and demonstrates adequate netiquette.
1 mark	Student attended less than 5 sessions. Student's lack of questions or comments demonstrate a lack of preparation for the session. Student is hardly ever willing to contribute. Student does not demonstrate proper netiquette.

ACADEMIC INTEGRITY

The best way to develop and improve your language skills is to always use your own words and draw on your knowledge to complete the tasks assigned. It is unacceptable to copy responses from another classmate for any assignment or copy a body or part of text from translation programs. Should copying occur, the student(s) involved will either lose a significant number of points on their assignment or receive a grade of zero for the task.

TEACHING/LEARNING STRATEGIES

This course is designed to develop the level of communicative competence of the students by using, the textbook, exercises designed for their level as well as authentic materials where appropriate. It also sensitizes participants to some aspects of Hispanic culture. The course will place special emphasis on developing communicative skills (listening and speaking). Authentic audio material as well as material tailored for this level will be used weekly while we will work on reading and writing skills, a communicative approach will be used during every session.

Synchronous Online Sessions

These sessions include but are not limited to:

- Group work and group discussions
- Interviews and role plays
- Vocabulary and grammar drills
- Use of recordings
- Exercises from the textbook
- Online exercises and quizzes
- Discussions on pertinent cultural aspects of the language

COURSE EVALUATION

Summative evaluation will be conducted using The UWI's SECL System. The CLL will disseminate a mid- and/or end-of-semester student feedback questionnaire.

RESOURCES

Required reading

Corpas, J., Garmendia, A., Soriano, C. (2013). *Aula Internacional 2 Nueva Edición* (Units 6–10).

Difusión ISBN: 9788415640103

Students will use internet resources provided by the tutor to review, revise and practice their language learning skills.

HOW TO STUDY FOR THIS COURSE

Students are required to attend their online sessions for a total of 4 hours per week. Remember that you must attend 75% of classes in order to be eligible for the final test.

Studying commitment: manage your time well. We recommend that students spend at least 3-4 hours per week engaged in studying. This includes reviewing your notes and ensuring that concepts are understood. Jot down any questions you may want to research or ask the tutor. This is also the time you take to complete your assignments. It is also important to read up on what you have learnt and practice with a partner, perhaps someone from your class or another class, but at your level or higher.

Preparation time: 2 hours per week. Have a look at the course outline and review or research the material for the upcoming class. Make a note of any questions that may arise, after the explanation by the tutor it may be clearer, if not, ask your question.

COURSE CALENDAR

Level 2B Spanish *Aula Internacional 2: Units 6 – 10*

Week Assessment	Unit	Title	Communicative objectives	Grammar	Vocabulary
1	6	I DON'T EAT MEAT (NO COMO CARNE) Preparing a meal for a dinner party	To talk about likes and eating habits	Direct object pronouns	Food Recipes Weights and measurements
2			To explain how to make a dish	Impersonal forms of se Some uses of ser and estar Y, pero, además	

3	7	WE LIKED IT VERY MUCH (NOS GUSTÓ MUCHO) Writing an article about the most interesting things about a place	To speak about experiences and to assess them	Uses of the perfect and preterite tenses Me / te / le / nos / os / les gustaría + infinitive	Parecer Caer bien / mal Pasárselo bien / mal
4			To assess people and things To express the need to do something	Exclamatory sentences	Places of interest and cultural offerings
5	8	WE ARE FINE (ESTAMOS MUY BIEN) Finding solutions for our friends' problems	To give advice To talk physical states	Uses of ser and estar The verb doler Form and some uses of the imperative	The parts of the body Physical states Illnesses and symptoms
6 Reading Quiz 1			To describe physical pain and symptoms To talk about health issues		
7 Test 1	Revision 6, 7, 8	Reading comprehension test 1 Listening comprehension test 1 Writing test 1 Oral test 1			
8	9	NOW AND THEN (ANTES Y AHORA) Deciding what has been the most interesting time in history	To speak about habits, customs and circumstances in the past	The imperfect tense Ya no / todavía Temporal markers for the past tense Temporal markers for the present tense	Travel Historical periods Life stages
9			To locate situations in the past and in the present To debate		
10	10	SPECIAL MOMENTS (MOMENTOS ESPECIALES) Telling personal anecdotes	To talk about the past	Irregular forms of the preterite	Historic events
11			To sequence actions To express emotions	Contrast between the preterite and the imperfect Past forms of estar + gerund Temporal markers for telling stories	Emotions
12	9 10	Revision	Revision	Revision	Revision
13	Reading comprehension test 2				

Test 2	Listening comprehension test 2 Writing test 2 Oral test 2
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GRADING SYSTEM

The following is The UWI's mark scheme:

Grade	GPA	Mark%	Grade	GPA	Mark%
A+	4.3	90-100	C+	2.3	55-59
A	4.0	80-89	C	2.0	50-54
A-	3.7	75-79	F1	1.7	40-49
B+	3.3	70-74	F2	1.3	30-39
B	3.0	65-69	F3	0.0	0-29
B-	2.7	60-64			