

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

COURSE DOCUMENTATION

**COURSE TITLE: LEVEL 3A SPANISH
SEMESTER: I
LEVEL: 1**

PREREQUISITES: LEVEL 2B SPANISH or a proficiency level of A2 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) and building on the work done in Level 2B Spanish. Students will be able to function more independently in all four skills in a variety of familiar situations and topics. The goal is to help students improve their receptive, 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 the language practice. The approach of the course is student-centred and as part of the course the lecturer will encourage the student 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 equip them with the necessary communicative skills to be able to deal with most situations likely to arise whilst travelling or working in an area where the language is spoken. It will also enable students to acquire new learning strategies.

COORDINATOR INFORMATION

Name: Dr Daniela Ramos
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Office Hours: Monday and Wednesday 1 – 2 pm by appointment

LETTER TO THE STUDENT

Dear Student,

Welcome to your Level 3A Spanish 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. We hope you continue to enjoy this educational experience that you've begun.

As this course will be delivered remotely, 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.

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 a B1.1 competence in Spanish. The following are the communicative skills and grammar topics that will be covered in this course.

Communicative skills

- Talking about habits and about past experiences
- Talking about actions and situations in the future
- Expression conditions and formulating hypotheses
- Expressing prohibition and obligation
- Narrating in the present tense
- Summarising a book or a movie
- Telling anecdotes and jokes
- Making suggestions and recommendations
- Giving instructions
- Expressing wishes
- Complaints and needs

- Reporting problems and proposing solutions

Grammar

- The perfect tense and the preterite
- some verbal periphrases
- conditional constructions
- form and uses of the future tense
- temporal markers for the future tense
- structures to express obligation and prohibition
- connectors to narrate
- form and uses of direct and indirect object pronouns
- form and uses of the imperative
- the present subjunctive

Greater detail will be provided in the course calendar.

GOALS/AIMS

At the end of this course the student should be in the lower intermediate stage of proficiency, on his/her way to becoming an independent B1 user according to the Common European Framework of Reference (CEFR) for the language. A more detailed description can be found at <https://bit.ly/1SrYDpO>.

This course aims to help students:

- Attain a high B1.1 level in writing, speaking and listening
- Attain a B1 level in reading
- 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 the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc
- Deal with most situations likely to arise whilst travelling in an area where the language is spoken
- Produce simple connected text on topics, which are familiar, or of personal interest
- Describe experiences and events, dreams, hopes and ambitions
- Briefly give reasons and explanations for opinions and plans

LEARNING OUTCOMES

By the end of this course, students will:

- Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives
- Follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect
- Read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension
- Deal with most situations likely to arise whilst travelling
- Enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)
- Sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points
- Write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence

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. (2014). *Aula Internacional 3 Nueva Edición* (Units 1–6). Difusión. ISBN 9788415640110

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 3A Spanish *Aula Internacional 3: Units 1 – 6*

Week Assessment	Unit	Title	Communicative objectives	Grammar	Vocabulary
1	1	STARTING AGAIN (VOLVER A EMPEZAR) Writing a letter introducing the ideal candidate for a job	To talk about habits in the present tense To talk about past experiences To talk about the beginning and the length of an action To locate an action in a space of time	The perfect tense and the preterite Some verbal periphrasis: empezar a + infinitive / acabar de + infinitive / terminar de + infinitive / volver a + infinitive / dejar de + infinitive / llevar + gerund / seguir + gerund desde / desde que / desde hace	Work related vocabulary Life history facts
2	2	TOMORROW (MAÑANA) Imagining what we will be like in a few years	To talk about actions and situations in the future To express conditions	Si + present (indicative), future; depende de + noun; depende de si + present (indicative) Form and uses of the future tense	World problems Predictions about the future
3			To formulate hypotheses about the future	Seguramente / seguro que / supongo que + future Temporal markers for the future tense	
4	3	FORBIDDEN TO FORBID (PROHIBIDO PROHIBIR) Writing an article about the social customs of my country	To express prohibition To express obligation	Lo normal / lo habitual / lo raro es + infinitive Soler + infinitive Quantifiers: todo el mundo / la mayoría (de...) / muchos / algunos	Social customs Work and school related vocabulary
5			To use impersonal constructions To talk about habits	Es obligatorio / está prohibido / está permitido + infinitive, se prohíbe/n / se permite/n + noun	

6	4	HE GOES AND TELLS HER... (VA Y LE DICE...) Writing the summary of a movie	To narrate in the present tense To summarise the plot of a book or a movie To tell anecdotes To tell jokes	Some connectors to narrate: (y) entonces, en aquel momento, al final, de repente, de pronto, etc. Porque, como, aunque, sin embargo Form and uses of direct and indirect object pronouns	Narrative genres (film, TV, fiction...) Vocabulary related to film and TV
7 Test 1	Revision 1, 2, 3 Reading comprehension test 1 Listening comprehension test 1 Writing test 1 Oral test 1				
8	4	HE GOES AND TELLS HER... (VA Y LE DICE...) Writing the summary of a movie	To narrate in the present tense To summarise the plot of a book or a movie To tell anecdotes To tell jokes	Some connectors to narrate: (y) entonces, en aquel momento, al final, de repente, de pronto, etc. Porque, como, aunque, sin embargo Form and uses of direct and indirect object pronouns	Narrative genres (film, TV, fiction...) Vocabulary related to film and TV
9	5	SEARCH AND COMPARE (BUSQUE Y COMPARE) Designing and presenting a marketing campaign	To make suggestions and recommendations	Form and some uses of the imperative (affirmative and negative)	Marketing: values, support, and elements of an ad
10			To give instructions To describe an advertisement	Colocation of direct and indirect object pronouns	House chores
11	6 And revision 4, 5, 6	STOP NOW! (¡BASTA YA!) Writing an open letter to discuss a problem	To express wishes, complaints and needs To propose solutions To write an open letter reporting a problem	The present subjunctive Querer / pedir / exigir / necesitar + infinitive Querer / pedir / exigir / necesitar que + subjunctive Proposing solutions: debemos / tenemos que / se debe / deberían /se debería / habría que Cuando + subjunctive, antes de que + subjunctive	Politics and society Education
12					
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			