

<b>Spanish A1 for Exchange Students</b>			
<b>Academic Year:</b>	2024-2025	<b>Academic Period:</b>	Semester 1
<b>Timetable:</b>	Mon. and Wed. from 12:40 to 14:20	<b>Classroom:</b>	Classroom 6.2 Student Hub
<b>ECTS Credits:</b>	3	<b>Total Hours:</b>	75
<b>Classroom Hours:</b>	52	<b>Independent Work:</b>	23
<b>Main Language:</b>	Spanish	<b>Secondary Language:</b>	English
<b>Professor:</b>	Dan Tarodo Cortés	<b>Email:</b>	dtarodo@usj.es

### INTRODUCTION:

The main objective of this course is for students to sufficiently develop their communicative competency in Spanish so they can satisfy their immediate communicative needs effectively and practically. Learning is student-centred; therefore, it is essential that students participate in daily educational activities, both in class and in their independent work. To that end, we adopt a communicative approach, in which grammatical and lexical content is studied by developing written and oral comprehension, expression and interaction skills. Emphasis is placed on understanding grammar, i.e., on understanding how Spanish works phonologically, morphologically, lexically and functionally. Moreover, the objective is for students to be capable of understanding and using familiar, everyday expressions to cover their basic communication needs.

Given that the course is of an eminently participative and practical nature, explicit teaching of grammar theory is complemented by formal practice of the hardest to acquire linguistic aspects. All content — both theoretical and practical — is conditioned by the communicative needs of the students' interlanguage level and can be adapted to their linguistic evolution. Therefore, the content described below may undergo changes or modifications depending on the students' learning process and needs throughout the course.

### COMPETENCIES TO BE DEVELOPED IN THE COURSE:

	Description
General competencies	Carry out basic transactions related to immediate needs.
	Participate in social interactions within their closest social sphere.
	Manage oral and written texts related to their environment and most immediate needs.
	Become aware of cultural diversity and of the influence of cultural identity on the perception and interpretation of other cultures in general and of the culture of Spanish-speaking countries in particular.
	Increase awareness of their own capacity to act as a cultural intermediary between their own culture and the cultures of Spain and Spanish-speaking countries.
	Become aware of the degree of control they can exercise over their own learning process.
	In general terms, formulate their learning goals and goals for using Spanish and relate these goals to the programme's objectives, content, methodology and assessment.
	Identify the psychological and emotional factors that are involved in the learning process and become aware of the possibility to exercise conscious control over them.
Specific competencies	Request information to carry out transactions, directions, instructions or specific data that can be obtained from common, simple, easy-to-access sources.

	Participate in the communicative exchanges required to carry out transactions, addressing the correct people in the correct places, and requesting and providing simple information, provided that the interlocutor collaborates if the student is having difficulty (speaking slowly and enunciating, reformulating, etc.).
	Briefly and simply express satisfaction or dissatisfaction with the services provided.
	Participate in everyday social encounters and situations that fit into predictable patterns within the community they are a part of.
	Exchange information about everyday activities, personal topics (family, place of residence, hobbies, etc.), likes and interests.
	Relate texts to the genre they belong to in order to predict the structure, the type of information they may contain, the field they belong to, etc.
	Select and extract relevant information offered explicitly.
	Transfer specific, simple, brief and predictable information.
Learning outcome	Have a practised, lexically organised repertoire, even if quite limited, of phrases that are used in specific, predictable situations.
	Have resources that allow the student to meet immediate needs related to everyday situations, such as asking for very specific things and getting information about their location, asking for where they want to go, giving information about personal aspects and communicating about amounts, prices and timetables.
	Have rudimentary linguistic and non-linguistic resources that allow them to introduce themselves and use basic greetings and farewells, show an interest in how their interlocutors are and react to news.
	Participate simply in conversations and make themselves understood, even if they are not precise about the timing of events and frequent errors are made.
	Be capable of processing very brief, simple written texts (brief notes, announcements, signs, etc.) that have a clear structure.
	Be capable of processing oral texts without distortions that are pronounced slowly with pauses. Catch common names, words and phrases, even if using the help of supports (especially visual), repetition and redundancy for understanding.
	Identify the most significant and universal elements of the cultural heritage of Spain and Latin America.
	Incorporate and identify the distinctive characteristics of the social behaviour and perceptions and values of the members of the new society they are immersed in.
	Use of reflection, assessment, etc. procedures to: identify and assess the factors that can condition this process (attitudes, perceptions, beliefs, tendencies, learning styles).
	Reflection on the student's own learning process for languages in general and Spanish in particular.

Source: adapted from proposals from the Instituto Cervantes' Curricular Plan.

**PREREQUISITES:**

To register for this course, if a student has no previous knowledge of Spanish, they do not have to take the Spanish level test at the Institute of Modern Languages at the beginning of the semester before registering for the course.

Additionally, students who do take the level test and are placed at an A1 level according to the CEFR can register for the course.

**COURSE SYLLABUS:**

**Content**

	<b>FUNCTIONS</b>	<b>GRAMMATICAL CONTENT</b>	<b>LEXICAL CONTENT</b>	<b>CULTURAL CONTENT</b>
<b>TOPIC 1</b>	<ul style="list-style-type: none"> <li>– Introducing yourself</li> <li>– Saying hello and goodbye</li> <li>– Formulating basic questions</li> <li>– Speaking about needs and intentions</li> <li>– Spelling</li> <li>– Asking for something to be spelled</li> <li>– Give and request personal information</li> </ul>	<ul style="list-style-type: none"> <li>– Personal pronouns</li> <li>– The verbs <i>ser, llamarse, tener, querer</i></li> <li>– Interrogative pronouns</li> <li>– Gender and number</li> </ul>	<ul style="list-style-type: none"> <li>– General vocabulary for use in class</li> <li>– Typical classroom questions</li> <li>– Greetings and farewells</li> <li>– Nationalities</li> <li>– Letter names</li> <li>– Numbers (1-100)</li> <li>– Free time activities</li> </ul>	<ul style="list-style-type: none"> <li>– International/Spanish words</li> <li>– Spanish names and surnames</li> <li>– Use of <i>tú</i> and <i>usted</i></li> <li>– Formulation of address information</li> <li>– Spanish speaking countries</li> </ul>
<b>TOPIC 2</b>	<ul style="list-style-type: none"> <li>– Describing habits or customs</li> <li>– Asking for and giving the time</li> <li>– Talking about hobbies</li> <li>– Giving and asking for information about habits and their frequency</li> <li>– Expressing agreement and disagreement</li> </ul>	<ul style="list-style-type: none"> <li>– Verbs in present tense</li> <li>– Adverbs of frequency</li> <li>– <i>Yo sí, yo no, yo también, yo tampoco</i></li> </ul>	<ul style="list-style-type: none"> <li>– Daily habits</li> <li>– Times, parts of the day, days of the week</li> <li>– Free time activities</li> </ul>	<ul style="list-style-type: none"> <li>– Spanish timetables: stores, meals, work, etc.</li> </ul>
<b>TOPIC 3</b>	<ul style="list-style-type: none"> <li>– Describing a place</li> <li>– Asking about a service or object and locating it</li> <li>– Getting the interlocutor's attention</li> <li>– Understanding directions to a place</li> </ul>	<ul style="list-style-type: none"> <li>– Verbs <i>haber/estar</i></li> <li>– Determinate/indeterminate articles</li> <li>– Prepositions</li> <li>– Adverbs of quantity</li> <li>– Interrogatives where, how, how much, which</li> </ul>	<ul style="list-style-type: none"> <li>– Services in a city</li> <li>– Means of transport</li> <li>– Weather</li> <li>– Directions: straight on, turn right</li> <li>– Parts of the house</li> </ul>	<ul style="list-style-type: none"> <li>– Cities and weather in Spain</li> <li>– Entertainment in the city</li> <li>– Housing in Spain</li> </ul>
<b>TOPIC 4</b>	<ul style="list-style-type: none"> <li>– Talking about food, tastes and eating habits</li> <li>– Giving and asking for information about food</li> <li>– Interacting in a bar/restaurant</li> <li>– Speaking about quantities and prices</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstratives</li> <li>– Quantifiers</li> </ul>	<ul style="list-style-type: none"> <li>– Foods</li> <li>– Types of dishes</li> <li>– Forms of payment</li> <li>– Conversation in a bar/restaurant</li> </ul>	<ul style="list-style-type: none"> <li>– Meals in a day</li> <li>– Gastronomy habits</li> <li>– Typical dishes</li> <li>– Body language</li> </ul>
<b>TOPIC 5</b>	<ul style="list-style-type: none"> <li>– Giving physical descriptions</li> <li>– Talking about family</li> <li>– Describing clothing and ways of dressing</li> <li>– Talking about shopping</li> </ul>	<ul style="list-style-type: none"> <li>– Verbs <i>tener, llevar, ser</i></li> <li>– Name-adjective agreement</li> <li>– Adverbs of quantity</li> <li>– Possessives</li> <li>– Diminutives</li> </ul>	<ul style="list-style-type: none"> <li>– Physical description adjectives</li> <li>– Family</li> <li>– Marital status</li> <li>– Colours, clothing, everyday objects</li> </ul>	<ul style="list-style-type: none"> <li>– Timetables and business culture</li> <li>– Sizes and units of measure</li> <li>– Types of families</li> </ul>
<b>TOPIC 6</b>	<ul style="list-style-type: none"> <li>– Description of character</li> <li>– Talking about hobbies</li> <li>– Expressing ability</li> <li>– Expressing likes and comparing them</li> </ul>	<ul style="list-style-type: none"> <li>– Verb <i>ser</i></li> <li>– <i>Dársele bien a alguien algo</i> (to be good at something)</li> <li>– Verbs of assessment</li> <li>– Contrasts: <i>a mí sí, a mí no, a mí también, a mí tampoco</i></li> <li>– Adverbs of quantity</li> </ul>	<ul style="list-style-type: none"> <li>– Character adjectives</li> <li>– Hobbies</li> </ul>	<ul style="list-style-type: none"> <li>– Personal relationships</li> </ul>
<b>TOPIC 7</b>	<ul style="list-style-type: none"> <li>– Proposing and responding to plans</li> <li>– Talking about trips: dates and times</li> </ul>	<ul style="list-style-type: none"> <li>– Future expressions (<i>ir a+ infinitive; querer + infinitive</i>)</li> <li>– Expressions of purpose (<i>para + infinitive</i>)</li> </ul>	<ul style="list-style-type: none"> <li>– Travel objects</li> <li>– Means of transport</li> <li>– Types of lodging</li> <li>– Time expressions</li> </ul>	<ul style="list-style-type: none"> <li>– Travel plans</li> <li>– Spanish holidays</li> </ul>

The course syllabus may be modified due to unforeseen circumstances (group performance, availability of resources, modifications to the academic calendar, etc.) and therefore should not be considered definitive. All course materials will be uploaded to PDU, which can be accessed at the following link: <https://pdu.usj.es>

### Preliminary calendar of learning activities

Week	Day	Topic	In-class sessions	Hours	Independent work	Hours
1	23/09/2024 25/09/2024	1	Introduction to the course and explanation of the Course Guide. Introductions; Important phrases; Nationalities and genders; Greetings Spelling in Spanish	4	Detailed reading of the Course Guide.	1
2	30/09/2024 02/10/2024	1	Pronunciation problems; Cardinal numbers: spelling and pronunciation	4	Review exercises: introductions, spelling, nationalities	1
3	07/10/2024 09/10/2024	1 and 2	Ordinal numbers; Calendar, important dates; Give and ask for the time; talk about timetables. Habitual actions: present indicative	4	Review exercises: timetables and habitual actions	1
4	14/10/2024 16/10/2024	2	Habitual actions, regular and irregular present indicative; expressing frequency	4	Exercises with texts Prepare 1 <sup>st</sup> graded assignment	2
5	21/10/2024 23/10/2024	2	Present indicative irregular verbs; household tasks. Professions  <b>Hand in 1st graded assignment on PDU</b>	4	Professions exercises Study for mid-term exam	2
6	28/10/2024 30/10/2024	2	Talking about professions  <b>30/10 MID-TERM EXAM</b>	4	Study for mid-term exam	2
7	04/11/2024 06/11/2024	3	Describing a place Asking about a service or object and locating it Getting the interlocutor's attention	4	Place description exercises	1
8	11/11/2024 13/11/2024	3 and 4	Understanding directions to a place; Describing the parts of a house; Housing in Spain Talking about food, tastes and eating habits	4	Home description exercises	1
9	18/11/2024 20/11/2024	4	Giving and asking for information about food Interacting in a bar/restaurant Speaking about quantities and prices Gastronomy habits	4	Review food vocabulary	1
10	25/11/2024 27/11/2024	5	Giving physical descriptions Talking about family Describing clothing and ways of dressing Talking about shopping	4	Physical description exercises Prepare 2nd graded assignment	2
11	02/12/2024 04/12/2024	5	Talking about shopping Description of character Talking about hobbies  <b>Hand in 2nd graded assignment on PDU</b>	4	Shopping exercises; description of character exercises; hobbies	1
12	09/12/2024 11/12/2024	6	09/12 NO CLASS – BANK HOLIDAY Expressing ability Expressing likes and comparing them	2	Prepare 3rd graded assignment	1
13	16/12/2024 18/12/2024	7	Proposing and responding to plans Talking about trips: dates and times	4	Trip planning exercises	1

			<b>Hand in 3rd graded assignment on PDU</b>			
14	23/12/2024 25/12/2024		NO CLASS - HOLIDAYS	0	Study for final exam	2
15	30/12/2024 01/01/2025		NO CLASS - HOLIDAYS	0	Study for final exam	2
16	06/01/2025 08/01/2025		06/01 NO CLASS - HOLIDAY <b>08/01 FINAL EXAM</b>	2	Study for final exam	2
			<b>TOTAL CLASSROOM HOURS</b>	<b>52</b>	<b>TOTAL HOURS OF INDEPENDENT WORK</b>	<b>23</b>

The class calendar may be modified due to unforeseen circumstances (group performance, availability of resources, modifications to the academic calendar, etc.) and therefore should not be considered definitive.

## TEACHING AND LEARNING METHODOLOGIES AND ACTIVITIES

### Teaching/learning methodologies to be used

Given that the course's main objective is for students to develop their communicative competencies, the methodology for the sessions will be eminently practical. To that end, we will work on oral and written comprehension competencies, oral expression strategies and written expression techniques. Additionally, during the class sessions, we will work on grammar and lexical content by developing written and oral comprehension and expression skills.

During the classes, the professor will promote both group work and conversations, as well as spaces for individual reflection and work. These types of interaction tasks will help students develop their profile as a social agent and intercultural speaker. Additionally, to reinforce the content acquired during in-class sessions, and as part of their assessment, students must complete a series of independent work assignments. All these types of activities will help students develop as independent learners.

Students are the centre of learning, and therefore their participation during classes and commitment to completing independent work assignments are essential.

### Volume of student work

Type	Teaching Method	Estimated Hours
<b>In-Person Activities</b>	Solving practicums, problems, exercises, etc.	30
	Debates	2
	Theoretical activities	8
	Assessment activities	4
	Practical activities	8
<b>Independent Work</b>	Attending tutoring sessions	1
	Individual study	8
	Preparing individual assignments	7
	Preparing group assignments	0
	Performing review and practise tasks	7
	<b>Total Hours:</b>	<b>75</b>

**ASSESSMENT SYSTEM:**

**General points**

The type of assessment used in the Spanish courses at Universidad San Jorge is assessment for learning, the objective of which is to help students identify and recognise their achievements or standards to be attained. It is a formative assessment that is part of planning learning objectives and promotes a commitment to achieving said objectives. It involves both the professor and students, as it requires feedback from the teacher to guide students in the next steps to take and how to take them, while also promoting self-assessment and recognition of achievements.

For a holistic assessment of students' achievement during the course, we will use the ongoing and final assessments that are described in the first and second exam sitting schemes in this course guide, according to the following assessment criteria: scope (general scope and richness of vocabulary), correctness (grammatical correctness, control of vocabulary and sociolinguistic adaptation), fluency, interaction (overall interaction, taking turns while speaking and collaboration strategies), coherence and pronunciation (phonological control). Said assessment criteria will be adapted to the course level descriptors (according to the CEFR).

**FIRST EXAM SITTING**

Date: 08 January 2025

If a student cannot take the exam because it overlaps with another USJ course, they must notify their professor with sufficient notice to be able to agree upon another date.

In order to take the final exam, students must have attended at least 80% of classes and have an average passing grade for their individual assignments. If one of these requirements is not met, the student must automatically take the exam during the second sitting.

**Assessment scheme**

EVALUATION	WEIGHT
Individual assignments:	30 %
Mid-term exam:	20 %
Final exam:	50 %
<b>TOTAL</b>	<b>100 %</b>

**Individual assignments** (30 % of the final grade) are two written expression assignments (compositions) and one oral expression assignment (video) that will be completed in class or during students' independent work time. In any event, they must be handed in on PDU on the dates indicated in the course guide. Each assignment is worth 10 % of the course's final grade and they are part of the course's ongoing assessment. The instructions for each task will be indicated in class and on the course's PDU with sufficient time to complete them.

If an assignment is not handed in and no justification provided, it will receive a grade of 0.

These assignments must be the students' own work. If it is detected that a student has used an AI tool or automatic translator systematically on an assignment, it will receive a grade of 0 and the student will fail the assignment and possibly the course.

**The mid-term exam** (20 % of the final grade) is a written test lasting 1 hour and 40 minutes which includes the content studied to date.

It consists of four parts: a listening comprehension exercise, a vocabulary and grammar exercise, a reading comprehension exercise and a written expression exercise. The exercises will be similar to those done during the course.

**The final exam** (50 % of the final grade) is a written test lasting 1 hour and 40 minutes which includes the content of the entire course, and which shall be carried out during the class period.

It consists of four parts: two listening comprehension exercises, two vocabulary and grammar exercises, two reading comprehension exercises and a written expression exercise. The exercises will be similar to those done during the course.

**To pass the course, students must meet minimum class attendance requirements and get at least an average of 5 out of 10 on both the final exam and the ongoing assessment (individual assignments + mid-term exam).** If the average grade is less than 5, the student may re-sit the exam in the second sitting. Not taking the final exam without due justification will result in a grade of 0.

## SECOND EXAM SITTING

Date to be agreed upon, outside of the class period.

There are two possible scenarios where the second exam sitting is necessary:

**Scenario 1:** In the first exam sitting, the student didn't pass the final exam, but they did pass the ongoing assessment and met minimum attendance requirements. In this case, the student only needs to re-sit the final exam on the date agreed upon between the students and professor during the exam period. This will be a written exam lasting 1 hour and 40 minutes with a format similar to the exam from the first sitting.

**To pass the course, students must get at least an average of 5 out of 10 on both the final exam and the ongoing assessment (individual assignments + mid-term exam).** Not taking the final exam without due justification will result in a grade of 0.

The grades from the individual assignments done during the course will remain the same. The assessment scheme is the same as in the first exam sitting.

**Scenario 2:** In the first exam sitting, the student couldn't take the final exam because they had missed more than 20% of the classes and/or their average grade in the ongoing assessment (individual assignments + mid-term exam) was less than 5 out of 10. In this case, the grades for the assignments done during the course will not be saved, and the assessment scheme will be as follows:

EVALUATION	WEIGHT
Final exam	60 %
Extra written assignment	20 %
Oral production and interaction assignments	20 %
<b>TOTAL</b>	<b>100 %</b>

The final exam (60 % of the final grade) is a written test lasting 1 hour and 40 minutes which includes the content of the entire course. It consists of four parts: two listening comprehension exercises, two vocabulary and grammar exercises, two reading comprehension exercises and a written expression exercise. The exercises will be similar to those done during the course.

The extra written assignment will consist of a composition to be chosen from two options, following the required instructions.

There are two oral production and interaction assignments. The first consists of choosing an image to describe it, and the second of choosing a topic about which the professor will ask the student open-ended questions.

The professor will contact students who need to re-sit the exam and will establish a new date to carry out the assignments within the two weeks following the first sitting of the final exam.

Not taking the oral exam without due justification will result in a grade of 0.

To pass the course, the student must pass the average of both exams (written + oral).

#### **ATTENDANCE:**

Class attendance is mandatory. To be able to take the final exam and pass the course, students must attend a minimum of 80 % of classes.

If a student is having trouble attending this course's classes one of the two days of the week it is taught (because it overlaps with another USJ course), they must inform the professor as soon as possible and send a document justifying their 50% attendance.

Exceptionally, if a student has trouble attending both weekly classes because the timetable overlaps with that of other USJ courses, they must notify the professor and send a justifying document.

If the professor is not notified of these circumstances, the absences will not be excused.

If the student has unexcused absences for more than 20% of the classes, they will not be entitled to take the exam in the first sitting.

#### **OTHER CRITERIA THAT AFFECT THE ASSESSMENT SYSTEM:**

Partial or total plagiarism of an assignment will mean the student automatically fails the assignment, receiving a grade of 0, pursuant to university regulations; this is an illegal practise, and it may mean they will be banned from taking the final exams, thereby failing the course. Similarly, copying, speaking to classmates or consulting unauthorised materials/resources during an exam will mean the student fails the course with a grade of 0. In all these cases, a disciplinary penalty may be applied to the student, pursuant to the USJ's Regulations of Conduct and Coexistence, which are published in the "Regulations" section of CampUSJ (<https://usanjorge.sharepoint.com/sites/HuellaUSJ>). To find out more about what plagiarism is and how to prevent it, you can visit <https://www.usj.es/futuros-alumnos/vida-universitaria/biblioteca/investigacion/como-publicar/plagio>



### **COURSE PASS CERTIFICATE**

Once the assessments have been passed, students will receive a digitally signed course pass certificate to the email address they provided at registration. This certificate will specify the following information: course duration, dates and level, corresponding credits, and their qualitative and quantitative grades.

### **BIBLIOGRAPHY AND DOCUMENTATION:**

#### **Basic bibliography**

All the material resources required to follow the course will be handed out in class and available on the course's PDU.

Council of Europe. 2020. Common European Framework of Reference for Languages: Learning, teaching, assessment. Companion volume. Council of Europe Publishing, Strasbourg. [www.coe.int/lang-cefr](http://www.coe.int/lang-cefr)

Instituto Cervantes. 2007. Instituto Cervantes Curricular Plan: Reference Levels for Spanish. Madrid: Biblioteca Nueva. Available at: [https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/plan\\_curricular/default.htm](https://cvc.cervantes.es/ensenanza/biblioteca_ele/plan_curricular/default.htm)

#### **Recommended bibliography**

Ballester Bielsa, Pilar et al. (2010). *Destination Erasmus 1*. Madrid: Universitat de Barcelona/ Hispanic Studies Institute, SGEL.

Alonso Raya, R., Castañeda Castro, A., Martínez Gila, P., Miquel López, L., Ortega Olivares, J., Ruiz Campillo, J. P. (2015). *Basic Grammar for Students of Spanish*. Barcelona: Difusión.

Cruz Moya, O. (Coord.), Herrero Fernández, C. Martínez-Delgado Veiga, M., Planelles Almeida, M., Torrado Solo de Zaldívar, P. (2017). *Great! A1 Spanish Course*. Madrid: EnClave-ELE.

Moreno, C., Hernández, C., Miki Kondo, C. (2010). *Elementary Grammar A1-A2*. Madrid: Anaya.

Sans Baulenas (dir.), N., Corpas Viñals, J., García, E., Garmendia, A. (2020). *Classroom 1*. Barcelona: Difusión.

#### **Recommended websites**

<https://avueltasconele.blogspot.com/>

<https://www.eleinternacional.com/blog>

<https://lenguajeyotrasluces.com/>

<https://www.profedelee.es/>

<https://www.rae.es/>

<https://www.todoee.net/>