



*Syllabus 2016*

## USE OF SPANISH- LEVEL 1

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[CEL – UNSAM]

Course Days: Monday to Friday, morning and afternoon.

Course Load: 96 hours

### Course Description

The course Use of **Spanish-Level 1**, in the context of learning Spanish as a Foreign Language, is based on grammatical, functional, lexical, pragmatic and cultural contents included in the Syllabus of the Cervantes Institute: reference and learning levels of Spanish. These levels derive from those established in the Common European Framework of Reference for Languages (CEFR).

This course includes intermediate levels: B1 y B2. Therefore, the students who take this course must have a basic knowledge of Spanish (A2) which could enable them to manage everyday situations.

The course will be imparted in the 'rioplatense' variant of Spanish, however, the International Spanish characteristics will also be taken into account. Students are expected to develop their communicative and grammatical competences by applying their linguistic skills: oral and written comprehension/ oral and written production in different social contexts of the Argentinian reality, and thus, they will obtain a B2 Spanish level by the end of the course.



## Objectives

The general objective of this course is that students who are non-Spanish speakers and have achieved a basic level of usage, equivalent to an A2 level of the Common European Framework of Reference for Languages (CEFR), could acquire command of the Spanish Language, in its 'rioplatense' variant, at an advanced level of independent user, equivalent to a B2 level of CEFR.

Therefore, students will need to achieve the following specific goals:

- a) To develop communicative competence in Spanish as a foreign language in different social contexts.
- b) To strengthen the development of linguistic skills: interpretative and expressive abilities.
- c) To apply grammar structures to the appropriate learning level in different communicative situations.
- d) To learn about Argentinian culture through communicative interactions and personal experiences with native Spanish speakers.
- e) To be successful at applying the theoretical/practical knowledge of normative grammar to different communicative situations.
- f) To develop linguistic and non-linguistic resources which will enable the students to successfully manage themselves in certain social interactions.

## COURSE BIBLIOGRAPHY

The course will work with authentic texts, audio-visual material from different areas and booklets which are prepared by the Spanish as a Foreign Language teaching staff.

Students must get one of the following Grammar books:

Norwegian: Chiquito, Ana Beatriz, *Spansk referansegrammatikk*, Forlag: Fagbokforlaget, 2009. ISBN: 9788245001266

Swedish: Falk, Johan & Sjölin, Kerstin & Lerate, Luis, *Modern spansk Grammatik*, Förlag: Liber, 2010. ISBN: 9789147092154



Danish: Halvor Sæborg & Einar Krog-Meyer, *Spansk Grammatik*, Forlag: Scandinavian Academic Press, 2011. ISBN: 9788757013191

English: Butt, John & Benjamin, Carmen, *A New Reference Grammar of Modern Spanish*, Forlag: Hodder Education, 2011. ISBN13: 9781444137699

### Dictionaries

Larousse Staff: García-Pelayo, Ramón & Gross, *Diccionario Larousse del español moderno, 1983*. ISBN-978-0-451-16809-2

Nicholas Rollin & Carol Styles Carvajal & Jane Horwood, *Pocket Oxford Spanish Dictionary* Oxford University Press, 2005. ISBN-13: 978-0198610724

## CONTENTS & COURSE CALENDAR

This calendar could be subject to change. The teacher will announce in class any change if necessary. The students will use the grammar books and dictionaries mentioned above on a daily basis.

**WEEK 1: GRAMMAR CONTENTS: NOUN PHRASE. VERB PHRASE. AGREEMENT. PRESENTE SIMPLE DEL INDICATIVO (SIMPLE PRESENT OF THE INDICATIVE MOOD). REGULAR AND IRREGULAR VERBS: USES**

**COMMUNICATIVE CONTENTS: TO SPEAK ABOUT EVERYDAY ACTIONS USING THE SIMPLE TENSE**

**CULTURAL CONTENTS: HABITS AND COSTUMS FROM ARGENTINA AND FROM THE STUDENTS' RESPECTIVE COUNTRIES**

### READINGS

**For the student:** Texts and practice of Unit 1 of the Language and Cultural Topics Booklets.



**WEEK 2: GRAMMAR CONTENTS: VERBS 'SER-ESTAR-HABER' (TO BE-TO HAVE). PREPOSITIONS. PROGRESSIVE TENSE: TO BE +GERUND. USES.**

**COMMUNICATIVE CONTENTS: TO DESCRIBE PEOPLE, OBJECTS, AND PLACES AND TO LOCATE THEM IN SPACE. TO EXPRESS EXISTENCE. TO EXPRESS ACTIONS THAT HAPPEN AT THE MOMENT OF SPEAKING.**

**CULTURAL CONTENTS: ARGENTINA AND ITS REGIONS. DESCRIPTION OF THE REGIONS OF THE STUDENTS' RESPECTIVE COUNTRIES.**

### **READINGS**

**For the student:** Texts and practice of Unit 2 of the Language and Cultural Topics Booklets.

**WEEK 3: GRAMMAR CONTENTS: SUBJECT-VERB INVERSION WITH VERBS SUCH AS: 'GUSTAR', 'ENCANTAR', 'MOLESTAR', ETC. (TO LIKE, TO BOTHER). PRONOMINAL VERBS**

**COMMUNICATIVE CONTENTS: TO EXPRESS YOURS AND OTHER PEOPLE'S TASTES, PREFERENCES AND OPINIONS. TO ACCEPT AND TO DECLINE INVITATIONS. TO EXPRESS AGREEMENT OR DISAGREEMENT.**

**CULTURAL CONTENTS: TANGO, MATE AND FOOTBALL IN ARGENTINE CULTURE.**

### **READINGS**

**For the student:** Texts and practice of Unit 3 of the Language and Cultural Topics Booklets.

**WEEK 4: GRAMMAR CONTENTS: DIRECT AND INDIRECT OBJECT PRONOUNS (DIFFERENCES WITH EUROPEAN SPANISH). 'FUTURO PERIFRÁSTICO' AND 'CONDICIONAL SIMPLE' PERIPHRASTIC FUTURE AND CONDITIONAL SIMPLE (USED TO EXPRESS COURTESY).**

**COMMUNICATIVE CONTENTS: TO EXPRESS PURPOSE, NECESSITY, INTENTION AND OBLIGATION OR THEIR ABSENCE. TO REQUEST AND TO OFFER THINGS IN A POLITE MANNER. TO TALK ABOUT FUTURE PLANS AND PROJECTS.**



**CULTURAL CONTENTS: SITUATIONAL DIALOGUES IN DIFFERENT SOCIAL CONTEXTS.**

## **READINGS**

**For the student:** Texts and practice of Unit 4 of the Language and Cultural Topics Booklets.

**WEEK 5: GRAMMAR CONTENTS: INDEFINITE PRONOUNS. 'PRETÉRITO PERFECTO COMPUESTO' (PRESENT PERFECT): EUROPEAN SPANISH USE. REGULAR AND IRREGULAR PAST PARTICIPLES. 'PRETÉRITO INDEFINIDO' OR 'PERFECTO SIMPLE' (SIMPLE PAST OF THE INDICATIVE MOOD), REGULAR AND IRREGULAR VERBS. DIFFERENCES IN THE USE OF BOTH PAST TENSES.**

**COMMUNICATIVE CONTENTS: TO TELL AND TO ASK ABOUT RECENT ACTS AND PERSONAL EXPERIENCES. TO PLACE, RELATE AND REFER TO PAST EVENTS.**

**CULTURAL CONTENTS: POPULAR RELIGIOSITY IN LATIN AMERICA**

## **READINGS**

**For the student:** Texts and practice of Unit 5 of the Language and Cultural Topics Booklets.

**WEEK 6: GRAMMAR CONTENTS: 'PRETÉRITO INDEFINIDO /PERFECTO SIMPLE' (PAST SIMPLE), INDICATIVE MOOD. USES, REVIEW OF REGULAR AND IRREGULAR VERBS.**

**'PRETÉRITO PLUSCUAMPERFECTO' (PAST PERFECT) OF THE INDICATIVE MOOD**

**COMMUNICATIVE CONTENTS: TO TELL AND TO ASK ABOUT HISTORIC FACTS AND EVENTS. TO NARRATE A STORY AND TO ORGANIZE IT WITHIN A DISCOURSE FRAMEWORK. TO TELL ABOUT SOMEBODY'S LIFE. TO TELL ABOUT PAST EVENTS IN THE PAST.**

**CULTURAL CONTENTS: LATINAMERICAN LEGENDS. IMPORTANT HISTORICAL EVENTS OF LATIN AMERICAN HISTORY.**



## READINGS

**For the student:** Texts and practice of Unit 6 of the Language and Cultural Topics Booklets.

**WEEK 7: GRAMMAR CONTENTS: 'PRETÉRITO IMPERFECTO' (PAST CONTINUOUS FORM), INDICATIVE MOOD: REGULAR AND IRREGULAR VERBS. USES: DESCRIPTION OF OBJECTS, PEOPLE AND PLACES IN THE PAST, DESCRIPTION OF HABITS IN THE PAST**

**COMMUNICATIVE CONTENTS: TO TELL ABOUT COSTUMS IN THE PAST AND TO DESCRIBE PEOPLE, PLACES AND OBJECTS IN THE PAST.**

**CULTURAL CONTENTS: IMMIGRATION IN ARGENTINA**

## READINGS

**For the student:** Texts and practice of Unit 7 of the Language and Cultural Topics Booklets.

**WEEK 8: GRAMMAR CONTENTS: CONTRAST BETWEEN *PRETÉRITO IMPERFECTO* (PAST CONTINUOUS) AND *PERFECTO SIMPLE* (SIMPLE PAST) OF THE INDICATIVE MOOD**

**COMMUNICATIVE CONTENTS: TO TELL ABOUT EVENTS, TALES AND STORIES IN THE PAST**

**CULTURAL CONTENTS: 'THE DISAPPEARED' IN ARGENTINA**

## READINGS

**For the student:** Texts and practice of Unit 8 of the Language and Cultural Topics Booklets.



**WEEK 9: GRAMMAR CONTENTS: IMPERATIVE MOOD: AFFIRMATIVE AND NEGATIVE. REGULAR AND IRREGULAR VERBS. USES. PRONOUN POSITION. THE STRUCTURE OF THE VERBS USED WITH THE PRONOUN 'VOS' (YOU)**

**COMMUNICATIVE CONTENTS: TO GIVE ORDERS, INSTRUCTIONS, RECOMMENDATIONS AND ADVICE. INVITATIONS AND REQUESTS.**

**CULTURAL CONTENTS: LATINAMERICAN MUSIC: LATIN RHYTHMS**

### **READINGS**

**For the student:** Texts and practice of Unit 9 of the Language and Cultural Topics Booklets.

**WEEK 10: GRAMMAR CONTENTS: NON-PERSONAL FORMS OF THE VERB (INFINITIVE-GERUND-PAST PARTICIPLE). SENTENCE TYPES: INDEPENDENT, COORDINATE AND SUBORDINATE CLAUSES. ADVERBIAL PHRASE. PRESENT OF THE SUBJUNCTIVE MOOD: REGULAR AND IRREGULAR VERBS.**

**COMMUNICATIVE CONTENTS: EXPLANATION OF OUR AND OTHERS' CAUSES AND PURPOSES USING COMPLEX SENTENCE STRUCTURES.**

**CULTURAL CONTENTS: CURRENT TOPICS OF INTEREST IN LATIN AMERICA.**

### **READINGS**

**For the student:** Texts and practice of Unit 10 of the Language and Cultural Topics Booklets.

**WEEK 11: GRAMMAR CONTENTS: PRESENT TENSE OF THE SUBJUNCTIVE MOOD IN EXPRESSIONS OF INFLUENCE AND DOUBT AND WITH IMPERSONAL AND PURPOSE CLAUSES.**

**COMMUNICATIVE CONTENTS: TO EXPRESS WISH, REQUEST, SUGGESTION, RECOMMENDATION, DOUBT, POSSIBILITY, PURPOSE.**

**CULTURAL CONTENTS: CARING FOR THE ENVIRONMENT.**



## READINGS

**For the student:** Texts and practice of Unit 11 of the Language and Cultural Topics Booklets.

**WEEK 12: GRAMMAR CONTENTS: PRESENT OF THE SUBJUNCTIVE MOOD VS. PRESENT IN THE INDICATIVE MOOD TO EXPRESS OPINION. RELATIVE PRONOUNS, RELATIVE CLAUSES USING INDICATIVE AND SUBJUNCTIVE MOOD.**

**COMMUNICATIVE CONTENTS: TO EXPRESS OPINIONS WITH COMPLEX STRUCTURES.**

**CULTURAL CONTENTS: CURRENT PUBLIC FIGURES IN THE LATINAMERICAN SCENE.**

## READINGS

**For the student:** Texts and practice of Unit 12 of the Language and Cultural Topics Booklets.

**WEEK 13:**

**GENERAL REVIEW, DOUBT CLEARING SESSION.**

## Evaluation & Grading Policy

### A) Evaluation Criteria and requirements:

Students must read all the required readings and complete the established assignments for each class. The subject **final grade** will consist of a weighted average of an **attitude grade (20%)**, which will include the student's class participation throughout the course term and submission in due course and form of all the assignments given by the teacher, **the final written exam grade (40%)** and **the oral exam grade (40%)**.





### B) Attendance Policy:

It will be required an 80% class attendance, the student who does not fulfill that attendance requirement will automatically receive an “F”. In this class, 0.5 points will be deducted from your Attendance grade for every unexcused absence or if the student does not hand in the given assignments in due time and proper course

**Missed Exams:** “Make-up” exams are a privilege, one to be extended only to students who have missed an exam with prior arrangement (one week notice) with the instructor or due to extenuating circumstances.

**Participation:** We attach great importance to participation as a learning experience. A student’s grade will suffer changes because of actions which might disrupt the group experience. For this reason **all cell phones must be turned off before the class begins**. If you have a unique circumstance for which you must leave the phone on, consent from the instructor is required beforehand. Students will have a significant point total deducted from their class grade if they do not adhere to this regulation.

### C) Grading Scale

Description	Percentage
10 (A) Excellent	100-95
9 (A-) Very Good	94-89
8 (B) Good	88-83
7 (B-) Above Average	82-77
6 (C) Average	76-71
5 (C) Below Average	70-65
4 (D) Lowest Passing Grade	64-60
3 (F) Failure	59-0
2 (W) Officially withdrawn	Academic Advisor’s approval
1 (I) Incomplete	Academic Advisor’s approval

**Plagiarism:** An important objective of this course is to get students to learn how to write essays. Students are expected to write their own assignments. Plagiarism not only undermines this learning process but also represents a serious breach of College policy and of academic honesty.

Outside sources should always be referenced in the essay’s bibliography. Plagiarized work will receive an automatic F. If you have any doubts on what constitutes plagiarism, do not hesitate to ask the Instructor.