

Spanish Grammar and Writing

Level 0

LE-403

Updated 2021

60 classroom classes /4 credits

I. Course description

This is a theoretical-practical course. In it the development of grammatical and written expression skills are combined. Level 0 coincides with Level A1 of the Common European Framework of Reference for Languages (CEFR) and the Cervantes Curriculum Plan, and those who opt for this course are assumed to have a zero or A1 level of the Spanish language. The teaching and evaluation tool Portfolio will be used, since this allows an evaluation and self-evaluation not only of the results, but of the teaching-learning process in a qualitative way. Students will be provided with linguistic tools and written expression strategies so that they produce various types of short texts considering the grammar rules of written Spanish. Intercultural competition will be developed transversally along the course, and it will be reinforced with cultural excursions to surrounding areas of the city. Classes will be attended at UISIL campus.

II. Objectives: At the end of the course students will be able to:

- Express ideas by writing using some complex grammatical structures of Spanish.
- Express ideas by writing using various modes and tenses.
- Write short texts in various discursive ways from models.
- Write short texts correctly using discursive markers.
- Write small texts on familiar topics with simple phrases related to the most basic connectors “and, or, but, why”.

III. Topics:

1. The three conjugations, gender and number
2. Present of Indicative: regular verbs
3. Verbs HAVE and BE
4. Demonstrative and interrogative pronouns
5. Inverted structure verbs
6. Irregular verbs of the Present of Indicative
7. Periphrastic future

8. Impersonal form SE
9. Indefinite preterit
10. Past Imperfect
11. Gerund

IV. Academic field trips:

The sites to visit on these excursions are surrounding San Isidro in southern Costa Rica. Each semester UISIL organizes **two or three** academic field trips. After having visited these places, students must participate in some obligatory group projects which will be evaluated. Some field trip examples from past semesters are:

1. Bribri: One of the most important indigenous communities in Costa Rica. They still preserve their language, building houses techniques, traditional ecological knowledge and everyday customs.
2. Longo Maï: Agricultural and ecological community (ecovillage) focused on sustainable production for self-consumption and inhabited mostly by Salvadoran immigrants who fled the war in their country in the 80s.
3. Local farms in rural communities: We visit some local farmer in this rural community with innovative and sustainable ideas who are producing non-traditional products such as apples, mushrooms, wine, or honey.
4. Las Nubes reserve and Alexander Skutch biological corridor. A conservation project owned and directed by York University. The Faculty of Environmental Studies of this Canadian university operates an eco-campus on the reserve that hosts classes and research projects focused on sustainability, conservation, and socio-ecological development of rural and indigenous communities.

V. Language

This course is taught in the Spanish language except for excursions.

VI. Schedule: 4 hours per week

VII. Literature

Course book: Molina Guillermo, Jaime Corpas Viñals m.fl.: Aula America 1: Libro del alumno. Forlag: Difusion 2018

VIII. Method and evaluation criteria.

- Attendance: It is essential that students attend 80% of the classes to be evaluated.
- Evaluation methodology: Techniques described in the CEFR will be used for the evaluation of this course.
- Evaluative activities:

- Summary:

Evaluation activities	Number	Value	Total
Quizzes	5	5 %	25 %
Group projects based on academic field trips	2	15 %	30 %
Final exam	1	30 %	30 %
Class participation			15 %
Total			100 %

- Scale:

90 – 100 %	A	Excellent
80 – 89 %	B	Good
70 – 79 %	C	Fair
Less than 70%		Fail