

**B1 COMMUNICATIONAL STRATEGIES OF WRITTEN SPANISH  
GRAMMAR AND COMPOSITION**

COURSE CODE	SEMESTER						
	SCT	UD	CAT	TALL	LAB	PC	
<b>RRII1032</b>	<b>4</b>	<b>64</b>					<b>SPANISH CENTER-INTERNATIONAL RELATIONS</b>
SEMESTER							PRE-REQUISITE
	64 CONTACT HOURS						<b>SPANISH A2</b>
COURSE DESCRIPTION							
<p>Theoretical-practical course aimed at international students with an intermediate command of the Spanish language. At this level you will work on recurring everyday communication situations, some more elaborate, as well as deal with aspects of Spanish grammar that are generally considered problematic for students learning Spanish as a second language. The practice consists of grammar exercises, reading, sharing individual work with the rest of the class and having contact with linguistic, oral, written, auditory and visual material exclusively in Spanish. There will be a constant and periodic evaluation of students through tests, written assignments and short practices in class or homework.</p>							
COMPETENCES ASSOCIATED WITH THE PROFILE							
<p><b>The student as a social agent is expected to:</b></p> <ul style="list-style-type: none"> <li>• Manage semi-autonomously the frequently used information sources required to carry out transactions and obtain details and precision through interaction with the people who have the information you need.</li> <li>• Participate appropriately in different types of social situations and act according to the conventions of the community in which they belong regarding visits, food and drinks, acceptance and rejection of invitations, etc.</li> <li>• Recognize known genre conventions (through transfer of knowledge from other languages and cultures) and identify those that are idiosyncratic to Hispanic culture.</li> </ul> <p><b>The student as an intercultural speaker is expected to:</b></p> <ul style="list-style-type: none"> <li>• Become aware that different cultural systems contain elements (perceptions, values, behaviors, etc.) at different levels - from the most peripheral or situational to the most central or deep-rooted - among which they can establish.</li> <li>• Develop strategies that allow them to function in very basic intercultural situations, so that communication with natives becomes possible.</li> </ul>							

**Students as autonomous learners are expected to:**

- Identify the strengths and weaknesses of your own learner profile and make the traits that make up this profile more flexible.
- Formulate your learning goals, taking into account the results and demands of the program (objectives, contents, methodology and evaluation)

**LEARNING OUTCOMES OF THE COURSE**

Understand the main ideas of complex texts that deal with both concrete and abstract topics, even if they are technical in nature, as long as they fall within their area of specialization.

Express clearly and in detail on various topics, as well as explain and defend students' point of view on a current issue, indicating the pros and cons of different options.

Communicate with native speakers with sufficient fluency and naturalness, so that the conversation develops without great efforts by both parties

**KEY CONTENT**

- Practice written expression through observation and analysis of the characteristics of different types of texts (formal and informal emails, diaries, forum messages, essays, etc.)
- Practice oral expression through debates, presentations, opinions of interests, tastes, news, conversations with strangers in everyday communicative situations. This type of practice will be carried out both in large and small groups on different topics related to the content worked on in class (historical characters and events, advantages and disadvantages in certain situations such as traveling, shopping, smoking, etc., the use of networks social networks, chats, etc.) in order to improve the student's oral fluency.

**TEACHING AND EVALUATION METHODOLOGIES**

Guides will be made with grammar exercises that will be reviewed during class.

Assessment of personal compositions with partial grades.

Articles, examples of formal letters, e-mails, film reviews, etc. will be used, with the aim of enhancing reading comprehension, the acquisition of new vocabulary and inference (in Study Guide formats).

Role games are proposed, for a better development of the objectives set in the field of writing, as well as exercises in pairs or groups.

Occasionally, songs in Spanish will be used to enrich vocabulary and sharpen hearing.

Some films will be screened to encourage oral and written reflection on cultural and/or narrative topics.

Important! Within the semester, short assignments and researches related to content relevant to the class will be assigned in order to obtain extra points that will be added to the grades of some evaluations.

#### **BASIC BIBLIOGRAPHY**

- Mujica, Bárbara. El Próximo Paso. Segunda Edición, 2002, Estados Unidos.
- Lequerica de la Vega, Sara y Salazar, Carmen. Avanzando: Gramática española y lectura. Quinta Edición, 2003, Estados Unidos.
- Sándor, László. Tiempo para practicar los pasados. Cuarta reimpresión, 2010, España.

#### **COMPLEMENTARY BIBLIOGRAPHY**

- <http://www.todoele.net/>
- <http://www.edelsa.es>.