

Spanish Grammar and Writing

Level 2

LE-602

Updated 2022

80 hours/4 credits

I. Course description

This is a theoretical-practical course. In it the development of grammatical and written expression skills are combined. Level 2 coincides with Level B2/B1 of the Common European Framework of Reference for Languages (CEFR) and the Cervantes Curriculum Plan, therefore, those who opt for this course are supposed to have an B1 level of Spanish. Students will be provided with linguistic tools and written expression strategies so that they produce various types of 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. Classes will be attended at UISIL campus.

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

- Have linguistic and lexicon elements to manage themselves and talk about simple topics such as family, hobbies, work, travel, etc.
- Express points of view and ideas on abstract topics such as movies, novels, etc.
- Write simple and cohesive texts on a series of everyday topics within their topics of interest linking a series of different short elements in a linear sequence.
- Write the description of a given event, a recent trip, real or imaginary.
- Tell a story.
- Summarize, communicate and offer their opinion with some certainty about specific facts related to their reality.

III. Themes:

1. Past tenses
2. Impersonal SE
3. Subjunctive – Indicative modes
4. Conditional
5. Subjunctive past tense
6. Por/para prepositions
7. Perception and opinion verbs
8. Passive sentences

9. Subjunctive perfect past tense
10. Various discursive genders

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

VI. Schedule: 4 classroom hours per week (60 classroom hours) plus compulsory participation in academic field trips (20 hours).

VII. Literature

Corpas, Jaime et al.(2018). *Aula Internacional 4*: Edición Premium Libro del alumno. Editorial Difusion.

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.
- Summary:

Evaluation activities	Number	Value	Total
Quizzes	5	5 %	25 %
Group projects based on academic field trips	2	15 %	30 %
Final exam	1	20 %	30 %

Class participation			15 %
Total			100 %

- Scale:

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