

COURSE SYLLABUS

COURSE

SPANISH PROGRAM

STUDENT CONSULTATION SCHEDULE

Personal consultations and academic support on the subject, they will be carried out at the times that I will detail below:

From 10:00 to 10:30 at teacher's office.

COURSE PRESENTATION

Spanish is the second language of international communication. Learning this language allows us to communicate with more than 500 million people in the world who speak Spanish. In addition, we can increase the facilities to travel through more than 20 Spanish-speaking countries and discover the cultural enrichment of the Latin American world.

Through the course, you will be able to develop a skill that can help you expand your business, move up the career ladder or change a career. Language learning allows us to enjoy the talent of Spanish and Latin American artists, filmmakers, writers, and singers. In addition, learning a new language helps you get to know the language better and appreciate your mother tongue more.

Learning the Spanish language in a culturally immersive environment is an enriching experience. Exchange students will have the opportunity to explore Hispanic culture, interact with native speakers, and understand local customs and traditions. Not only will this broaden your cultural perspective, but it will also foster empathy and respect for other cultures.

CODE OF CONDUCT. PRINCIPLES AND STANDARDS

In every type of institution, and even more so in an academic one, there are rules and regulations that must be complied with, not only by the students but also by the teachers. The rules and norms for the subject will be detailed below, which, being included in the syllabus of their subject, whether or not they have knowledge of them, does not exempt them from their responsibilities.

One of the first rules that will be cited will be the ATTENDANCE rule. Attendance is compulsory in all subjects, whether the subject is face-to-face or virtual. In this understanding, students who exceed the number of 6 absences allowed in the Spanish Beginners subject, automatically lose the subject by number of absences. On the subject of absences, there are procedures for special permits that must be followed with the Heads of Careers and made known

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to the teacher. It is possible to understand and comprehend emergency situations and others in which my person as a teacher can help them with a particular permit. However, all of these situations need to have a backup.

On the other hand, it is also considered a LACK of ATTENDANCE in the subject, when the student attends the class late or leaves before the end of the class, either their virtual connection or their physical presence in the classroom. They will be allowed to be present in the class, but their presence and activities can no longer be considered as those of a student who attends punctually from start to finish. In addition, in order to encourage the habit of punctuality, classes start and end at the scheduled time.

In relation to the postponement of exams, this requires authorization from the departments in charge of processing and acceptance of the request to change the exam date. Also, it is important to mention that the works and assignments on the platform or during the class have a scheduled time and if they are not delivered within that time, date and time limit, they will not be graded.

DISCIPLINE and positive behavior in class are mandatory. In other words, the good atmosphere of the class is the most important thing for the development of the class. In a calm atmosphere, respectful, positive and interactive attitude and without discrimination, both the student and the teacher can perform in the best way. If any student violates these work rules, he or she will be removed from the class.

HONESTY, all work, practice or other curricular activity submitted must be carried out by the student whose name appears on the work, that is, any type of copying or plagiarism goes against the university's code of honesty and will be sanctioned with the seriousness of the case, as it is an unacceptable behavior; The student may fail the subject and loses the right to enter the honor roll and graduation with a mention.

It is also considered academic fraud to attempt to cheat during an exam test, as well as to present documents that are not the work of the person presenting them, either in whole or in part, as well as to include unauthorized persons in work or activities.

It is expected that in the course of the semester all the aforementioned norms and rules will be respected, as well as freedom of thought and respect for human integrity that will be pillars of the subject.

STARTING COMPETITIONS

Competencies are specific to the graduate's professional profile: they are complex knowledge that integrates knowledge, skills and attitudes.

In this area, we will develop the following competencies:

COMPETENCIES

Express and interpret concepts, thoughts, feelings, facts and opinions orally and in writing, in order to interact linguistically in the Spanish language, in an appropriate and creative way in all possible social and cultural contexts, such as education and training, private or professional life and leisure.

According to Bloom's Taxonomy, students must produce, which corresponds to the level of creation. Students must be able to communicate orally and in writing in Spanish, being able to transmit ideas, feelings, thoughts, give their opinion, communicate messages, explain and summarize situations in different scenarios.

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Specific competencies

- Communicate in the Spanish language throughout the class.
- Understands and communicates in Spanish orally and in writing.
- Vocabulary expansion, oral and written.
- Improves reading and listening comprehension.
- Motivate students to participate and take control of activities.
- Practice pronunciation and improve speech and fluency.

According to Bloom's Taxonomy, students must produce, which corresponds to the level of creation. Students must be able to communicate orally and in writing in Spanish, being able to transmit ideas, feelings, thoughts, give their opinion, communicate messages, explain and summarize situations in different scenarios.

Transversal competencies

LIFELONG AND AUTONOMOUS LEARNING

Acquire, process, and assimilate new knowledge and skills, autonomously organizing their own learning and effectively managing resources; being aware of their ways of learning in both formal and experiential didactic processes, and developing strategies for their continuous improvement.

EMOTIONAL COMPETENCE

Understand, express, and properly regulate intrapersonal and interpersonal emotional phenomena, developing self-awareness, self-motivation and empathy, in order to achieve and sustain a state of well-being.

COMPETITIVENESS AND MOTIVATION FOR EXCELLENCE

Develop personal and organizational competitive advantages, seeking to obtain a prominent position with respect to their competitors, planning and executing their training and professional activities with criteria of excellence.

INTERNATIONALIZATION AND INTERCULTURALITY

Perform and interact socially and professionally in global and local environments, understanding and assuming their cultural identity and communicating with people from different cultures, learning from them and becoming aware of differences to avoid or resolve conflicts.

According to Bloom's Taxonomy, students must produce, which corresponds to the level of creation. Students must be able to communicate orally and in writing in the Spanish language, being able to transmit ideas, feelings, thoughts, give their opinion, communicate messages, explain and summarize situations in different scenarios.

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SUBJECT LEARNING OBJECTIVES

General Objectives

- Improve students' oral fluency, increasing their confidence to participate in everyday conversations in Spanish.
- Develop students' listening comprehension, allowing them to comprehend and extract information from various oral sources in Spanish.
- Reinforce students' reading skills, increasing their ability to comprehend authentic Spanish texts.
- Improve students' writing skills, allowing them to express themselves clearly and coherently in Spanish.

Specific Objectives

- Expand students' vocabulary in subject areas relevant to their field of study.
- Develop reading comprehension skills to address academic texts, such as textbooks, scientific articles, and teaching materials in Spanish.
- Improve students' ability to follow and understand classes in Spanish, taking notes and actively participating in academic discussions.
- Encourage effective independent learning strategies for the ongoing development of vocabulary and academic comprehension in Spanish.

SCHEDULING OF LEARNING UNITS AND SESSIONS

Content divided by learning units.

Each level is divided into units that include:

1. **Beginner Level:** Fundamentals of the language, essential vocabulary, basic grammar, and cultural activities to interact in everyday situations.

Units of Study

- **Unit 1 : Introduction to Spanish**

Objectives: Familiarization with the Spanish alphabet, basic numbers, greetings, farewells, and courtesy expressions.

Contents:

- Alphabet and pronunciation.
- Numbers from 1 to 30.

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- Common greetings and farewells.
- Courtesy expressions (please, thank you, sorry)
- Personal introductions (name, origin, age)

Suggested activities:

Role-play games to practice greetings, introductions, and courtesy expressions. Listening and repetition exercises with audios for pronunciation.

- **Unit 2: Everyday Life**

Objectives: Learn vocabulary and useful phrases to describe daily routines, family, and physical descriptions of people.

Contents:

- Vocabulary of family and personal relationships.
- Physical and personality descriptions.
- Daily routine and habitual activities.
- Days of the week, months, and seasons of the year.

Suggested activities:

Surveys about interests and hobbies, organizing a cultural event in class, and presentations about a traditional festival from a Spanish-speaking country.

- **Unit 3: In the City**

Objectives: Identify and use vocabulary related to places in the city, directions, and transportation.

Contents:

- Places of interest in the city.
- Giving and asking for directions.
- Means of transportation.
- Vocabulary for shopping, including food.

Suggested activities:

Concept maps of a city with places of interest, dialogues simulating situations in shops or asking for directions, and planning a travel itinerary in a Spanish-speaking city.

- **Unit 4: Leisure Time and Entertainment**

Objectives: Talk about hobbies, sports, and leisure activities. Include cultural events as well.

Contents:

- Vocabulary for leisure activities and sports.
- Expressing likes and preferences.
- Planning leisure activities and social events.
- Introduction to Hispanic festivals and traditions.

Suggested activities:

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Role-play in restaurant situations, making a simple recipe in class, and projects on the typical diet of a Spanish-speaking country.

- **Unit 5: Eating and Drinking**

Objectives: Handle the necessary vocabulary to order in restaurants, do grocery shopping, and talk about food.

Contents:

- Food and drinks.
- Useful phrases for restaurants and cafes.
- Talking about eating habits.
- Simple recipes in Spanish.

Suggested activities: Role-play in restaurant situations, making a simple recipe in class, and projects on the typical diet of a Spanish-speaking country.

METHODOLOGY

The methodology is communicative and participatory, combining face-to-face classes and activities on a virtual platform (MOODLE UPB). Emphasis is placed on the use of resources such as collaborative work and discussion forums, as well as quizzes and quizzes to encourage effective learning.

EVALUATION

The assessment will be carried out in a formative and summative manner. Students must have an active participation during the class and in the performance of activities outside the classroom. Rubrics of the type of skill to be assessed will be applied to the evaluations of each skill. The rubrics will be given to the student so that he/she is aware of the parameters to be evaluated.

It is also important to mention that students will have knowledge of the contents, topics and grammatical structures to be evaluated orally and in writing. Students are expected to prepare and reinforce their strengths and work on their weaknesses before taking the tests.

Students are expected to be able to take a self-assessment at the end of each unit by completing the revision exercises for each unit and the written and oral revisions.

EVALUATION PERCENTAGES

First midterm exam 30%

Second midterm exam 30%

Final Exam 40%

ASSESSMENT BY SKILLS

Assessments will be conducted by skills, and these will complete the total percentage of 100%. The activities that will be detailed below will show the type of test, work or activity that will be performed and the percentage of them.

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Reading Ability ____ 15% ____ ONLINE – VIRTUAL CLASSROOM

In order to develop reading skills, reading techniques will be worked on that must be applied in exercises, activities and assignments that are detailed below, which will be carried out both in the variety of virtual platforms of the course, as well as in textbooks:

- Reading comprehension – questions and answers (working Spanish text)
- Reading and inference (text – journals)
- Speedy reading for specific purposes in articles from different websites
- Reading Fables Online - Summary

Listening Ability ____ 15% ____ ONLINE – VIRTUAL CLASSROOM

With the aim of developing listening skills, listening techniques, web pages, phonetics and pronunciation applications will be worked on and these must be applied in exercises, activities and work that are detailed below, which will be carried out both in the variety of virtual platforms of the course, as well as in textbooks:

- Videos – Quizzes
- Podcasts – Conversations
- Audios – comprehension – questions & answers
- Video Conferencing
- Short Talks
- Films
- Audiobooks – fables
- Exercises from the class's Spanish textbook.

Speech Ability ____ 15% ____ ONLINE – VIRTUAL CLASSROOM

With the aim of developing reading skills, we will work on speaking techniques - web pages, phonetics and pronunciation applications and these must be applied in exercises, activities and work that are detailed below, they will be carried out both in the variety of virtual platforms of the course, as well as in textbooks:

- Oral presentations
- Role play
- Active participation & communication in class only in the language
- Oral Research Presentations
- Debates
- Interviews

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- Games in class
- Work in pairs and groups
- Audios – videos – comments
- Small Talks
- Exercises from the class's Spanish textbook.

Writing Ability ____ 15% ONLINE

In order to develop the writing skill, writing techniques will be worked on that must be applied in exercises, activities and assignments that are detailed below, which will be carried out both in the variety of virtual platforms of the course, as well as in textbooks:

- Short paragraphs
- Identifying Parts of a Composition
- Compositions of 150 or more words
- Summary of articles
- Completion Exercises
- Writing of situations in different contexts.
- Videos – Audios – Written Summaries
- Lectures – written abstracts
- Exercises from the class's Spanish textbook.

Grammar and vocabulary ____ 10% ONLINE – VIRTUAL CLASSROOM

- Exercises on virtual platforms
- Exercises in the grammar text
- Textbook Exercises for Students
- Exercises such as: complete – fill in the blanks. Multiple Choice
- Oral and written situations
- Reading and writing
- Presentations

MIDTERM EVALUATION DATES

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The dates detailed in the table above are set in stone and can only be changed by following the procedures detailed in the rules and regulations section of the class.

BASIC BIBLIOGRAPHY

Practica tu español: El subjuntivo. Various Authors, 2020

Español en Marcha: Author Francisca Castro, 2019

SUPPORT PLATFORMS

MOODLE UPB

GOOGLE CLASSROOM

QUIZZES.COM