CENTER FOR INTERNATIONAL PROGRAMS
Name of the course: Communication and Culture Module Basic Level
Course code: SPN-100
Hours: 4 hours per week
Requirement: To be enrolled in Basic I (SPN101) or Basic II (SPN102)

Course Description:

This course is designed for students of Spanish as a second language in the Basic I or Basic II levels. During classes, the student will develop his/her oral communicative competence, which will allow him/her to perform effectively and efficiently in everyday situations in the Costa Rican culture, through the knowledge of expressions, customs and traditions of Costa Rica.

GENERAL OBJECTIVES

Upon completion of the course, students will have improved their oral communicative competence and acquired general knowledge of Costa Rican culture.

The student will be able to relate successfully in communicative spaces, in which he / she can apply the cultural knowledge of Costa Rican society acquired in the course.

Specific Objectives:

To achieve the general objectives the student must:

1. Describe himself/herself and others.
2. Talk about his/her own family and the Costa Rican family.
3. Describe emblematic places of Costa Rica.
4. Express tastes, desires and preferences.
5. Explain traditional activities in local celebrations.
6. Reaffirm basic vocabulary learned.
7. Expand the lexicon with Costa Rican popular expressions and sayings.

Contents:

1. Morpho-syntactic:
   - Present indicative of regular and irregular verbs
   - Uses of ser, estar, tener, haber, hacer.
   - Special verbs: gustar, encantar, molestar, interesar and doler.
2. Lexical-semantic:

- Qualifying adjectives.
- The family.
- Latin American countries.
- The weather.
- Clothing.
- Food.
- Sports
- Costa Rican sayings and expressions (Pura vida, me regala ...)

Methodological guidelines

The basic methodological framework of the course is the communicative approach. The main objective, within this approach, is to ensure the ability to communicate effectively in the target language and culture.

The didactic components are made up of thematic areas, grammatical and lexical structures, according to the communicative needs of the learner. The functions to be developed are carried out through interactions in specific sociocultural contexts.

Learning strategies

For the achievement of the proposed objectives, students must attend scheduled classes, as well as do extra class tasks. They will do communicative activities in individual, pairs, and group participation, through reading topic-specific articles, interviews, oral presentations, games, riddles, simulations, songs and videos.

Evaluation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>25%</td>
</tr>
<tr>
<td>Homework</td>
<td>25%</td>
</tr>
<tr>
<td>An oral and written report of a news item</td>
<td>25%</td>
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<tr>
<td>An interview</td>
<td>15%</td>
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<tr>
<td>An oral presentation</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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Attendance:

Students with more than one absence will fail the course, unless they present an official document as justification. Students will get a score of 0 for any task evaluated in class in their absence (presentations, evaluations, field visits, etc). In this case, make up for the assignment will take place immediately after their return. Regarding timeliness, if students add four late arrivals (15 minutes after starting the class) will be counted as an absence.

Electronic devices:

The use of mobile phones, smart phones and other mobile communication devices is disruptive and is therefore prohibited during class. Please turn off all devices and put them away when the class begins.
Devices can be used only when the professor assigns a specific activity and allows the use of devices for search on the Internet or recording. Those who fail to comply with this rule should leave the classroom for the remainder of the class.

**Behavior code:**

Professors have the right to expel the student from class in the following cases:

1. Disruptive behavior in the classroom.
2. Being under the influence of alcohol.

**Base bibliography:**


**Suggested bibliography:**