

IEU Languages 2024-2025 Quick Facts: BIR & Dual BIR Students

Languages and levels offered:

Language	IEU Levels
Arabic	Beginner – Intermediate – Advanced
Chinese	Beginner – Intermediate – Advanced
French	Beginner – Intermediate – Advanced
German	Beginner – Intermediate – Advanced
Portuguese	Beginner – Intermediate – Advanced
Spanish	Beginner – Intermediate – High Intermediate – Advanced

- Students may take up to a **maximum of TWO different languages** per semester, however, **only ONE can be guaranteed** due to scheduling.
- Currently, **we do not offer** Italian, Russian, or Japanese language classes.

For any student to be enrolled in a language, they **must take the corresponding online placement test** via Blackboard Ultra and **fill in the obligatory form**. Both the placement test & form can be found here: [Language Center: Placement Tests](#)

Language Requirements - Placement Tests:

- **All International Relations students** (BIR and Dual BIR) must take a language placement test. The **first test taken** is considered as their choice for their **mandatory language** class, which counts towards their GPA.
- **All non-native Spanish speakers** must take the Spanish placement test or provide a DELE or SIELE certificate to demonstrate their Spanish level. If students possess an intermediate level of Spanish or higher, they are not required to take Spanish classes. **Please note: We do not accept IB or A Levels, they are not official certificates.**
- Any additional test taken will result in the student being enrolled in **additional, supplementary study**. By taking the test, **they accept any additional cost**.

Additional Requirements/Info:

- BIR & Dual BIR students must take their **mandatory language for a period of 3 years, 6 semesters**.
- Students can apply to change their mandatory language after completing the first year of language study. They should do this by contacting the BIR office. After the first year, they will not be able to change their mandatory language unless they achieve the highest level offered in that language.
- Mandatory language classes for BIR & Dual BIR will be held **on campus, face-to-face**.
- All supplementary language classes will be held **online**.
- Students may drop a non-obligatory language class before the 4th session of the semester.

Prices:

- **BIR** students have their mandatory language **included** in their tuition fees.
- **Dual BIR** degrees have up to **2 languages included in their tuition fees** – their mandatory language and an additional, supplementary language.

More Information:

- FAQ Languages at IEU: <https://ieplus.ie.edu/faqs/>

For any questions or doubts, students can contact the Language Center:

Email: languages.university@ie.edu

Phone: +34 915689600

ESPAÑOL BÁSICO 6

Idiomas y otras asignaturas/Languages and other subjects
LANG SEP-2024 SBEG2-FC.LAN.M.At

Área Grupo Funcional - Language

Número de sesiones: 15

Año académico: 24-25

Año de curso: TERCERO

Nº de créditos (ECTS): 3.0

Semestre: 2º

Categoría: null

Idioma: Español

Profesor: **FLOR DE LOURDES GRAGERA DE LEON CANTERO**

Correo electrónico: fgragera@faculty.ie.edu

Flor Gragera de León, PhD

Flor Gragera de León holds a Ph.D. in Comparative Literature from Rutgers University (New Brunswick, NJ, USA), a MA in Comparative Literature (UCL, University College London, UK), a MA in Journalism (El País/ Universidad Autónoma de Madrid, Spain) and a BA in Journalism (University of Navarra, Spain). Flor was awarded a J. William Fulbright scholarship for her doctorate studies in the US and frequently collaborates with the Spanish Fulbright Commission and Fulbright Network Spain. She has coordinated courses and designed curriculum for and taught Spanish, as well as Literature and Cultural Studies, to a diverse group of students at Princeton University and Rutgers University. In addition to teaching, she has been consultant for UNESCO in its Paris headquarters (Youth Coordination Unit). Dr. Gragera de León has been a journalist for El País, El Mundo, Group Vocento, and other media. She has taught at IE since 2013 both at the graduate and at the undergraduate levels.

Office hours by appointment only.

fgragera@faculty.ie.edu

DESCRIPCIÓN DE LA ASIGNATURA

The general objective of this course is to develop students' communication skills in the Spanish language so that they can understand and use standard language on familiar and basic topics such as introducing themselves, using basic vocabulary on personal information, belongings, the people they know, about food, family or the city. Likewise, students can obtain and provide information for others on topics related to the daily environment.

It is an initiation level course that is intended for the student to be able to interact in a simple way. With the development of this course, the student will be able to understand and use everyday expressions of very frequent use, as well as simple phrases destined to satisfy immediate needs. You can relate in an elementary way as long as your interlocutor speaks slowly and clearly and is willing to cooperate.

OBJETIVOS DE APRENDIZAJE

At the completion of this course students will be able to:

- Understand familiar words and very basic phrases concerning self, family and concrete surroundings when people speak slowly and clearly.
- Understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
- Interact in a simple way provided the other person is prepared to help.
- Ask and answer simple questions in areas of immediate need or on very familiar topics.
- Use simple phrases and sentences to describe where they live and people they know.
- Write a short, simple postcard or email.
- Fill in forms with personal details.

GRAMMAR

- Articles
- Gender and number
- Subject pronouns
- Interrogative pronouns
- Present tense of regular and some irregular verbs
- Demonstrative pronouns
- Possessives
- Adjectives and their agreement with nouns
- Verb "gustar"
- Adverbs (frequency, quantity, place...)
- Prepositions 'a', 'de', 'con', 'sin'

VOCABULARY

- Nationality
- Professions
- Family
- Physical and character features
- Weekdays and months
- Numbers
- Weather
- Clothing and colors
- Food
- Hour
- The city

METODOLOGÍA DE ENSEÑANZA

En IE University, la metodología de aprendizaje es colaborativa y activa. Los estudiantes participan activamente en el proceso de crear su propio aprendizaje y formar sus habilidades. El rol principal del profesor es ser líder y guía para que los alumnos alcancen los objetivos de aprendizaje del curso, mediante un conjunto diverso de técnicas de enseñanza y diferentes actividades de aprendizaje.

The methodology used to teach Spanish focuses on a communicative teaching approach. Students will be required to actively participate in all session learning and outside session learning (homework and transversal activities done individually or in groups). Through professor instruction and student-centered learning, students will develop their ability to communicate and express themselves in the target language. A variety of instructional techniques and tools are used, including group or pair work, student presentations, video assignments, ed-tech tools, etc. in order to maximize the practice and development of the four skills of listening, reading, speaking and writing needed to communicate in our modern world.

In addition to the 15 class sessions, students will work independently in order to reinforce their knowledge, by means of the tools and content provided by their professor.

Metodología de enseñanza	Peso	Tiempo dedicado por parte del estudiante
Presentaciones	20.0 %	15.0 horas
Discussions	13.33 %	10.0 horas
Ejercicios, Sesiones Asíncronas y Trabajo de Campo	26.67 %	20.0 horas
Trabajo en grupo	6.67 %	5.0 horas
Trabajo individual	33.33 %	25.0 horas
TOTAL	100.0 %	75.0 horas

PROGRAMA

Although we aim to keep to the scheduled syllabus, there may be some changes made to the program, based on and in the service of the benefit of the class. The Final exam date will not change.

This class has 15 sessions during this semester. These 15 sessions will be divided in the following way: practice of the material covered in class and the pre-activities with oral and written exercises.

IMPORTANT

QUIZ - by session 8

FINAL EXAM will take place on **Session 15** (all language exams are taken via Blackboard in the scheduled classroom on campus, in a live-in person session). Date of the final exam: **Friday, December 15th** (time to be specified by Planning Department after the semester begins).

Failure to attend will result in an evaluation grade of zero.

ADD/DROP DEADLINE

Per the Registrar, the official end of the add drop period is 20% of course sessions (session 3).

The last day to drop language courses of 15 sessions per semester is session 3.

SESIÓN 1 (LIVE ONLINE)

Introduction to the course. Spanish pronunciation and alphabet. Basic questions. Introducing yourself.

SESIONES 2 - 5 (LIVE ONLINE)

Getting to know each other. Describing yourself and people around you.

Grammar contents:

Verbs: 'Ser', 'Tener' and regular Present tense of verbs in -AR, -ER, -IR.

Masculine and feminine.

Singular and plural.

Definite and indefinite articles.

Interrogative pronouns.

Possessive pronouns.

Vocabulary:

Nationalities. Basic information in Spanish.

Important adjectives to describe people.

Vocabulary of the family.

Colors and clothes.

Numbers from 0 to 100.

SESIONES 6 - 8 (LIVE ONLINE)

Expressing intentions, obligations and feelings.

Grammar contents:

Verb 'Estar'

Tener + idiomatic expressions with (tener frío, tener hambre...).

Ir a + infinitive/ Tener que + infinitive/ Querer

The use of 'Por', 'Para' and 'Porque'.

The use of 'Muy/Mucho/a/s' and adverbs indicating intensity: Mucho/ (un) poco/ bastante/ demasiado/ nada.

Vocabulary:

Important adjectives to describe feelings/ conditions. Vocabulary of clock time. Weekdays and months.

QUIZ SESSION 8

SESIONES 9 - 11 (LIVE ONLINE)

How to talk about your hobbies, taste and preferences.

Grammar contents:

Verbs: 'Gustar' and 'Preferir'.

Demonstrative pronouns (este, ese...).

Prepositions 'a', 'de', 'con' and 'sin'.

Vocabulary:

Vocabulary of food. Basic vocabulary to order in restaurants and markets. Some shopping vocabulary.

Some sports vocabulary.

SESIONES 12 - 13 (LIVE ONLINE)

Explaining location and position. Describing your city and your country.

Grammar contents:

Verbs: Use of 'Hay' (haber) vs 'Estar'. Review of 'Tener' and 'Ser'.

Prepositions of place (debajo de, encima de, junto a...).

Vocabulary:

Vocabulary of cities and landscapes. Important vocabulary of weather.

SESIÓN 14 (LIVE ONLINE)

Review

SESIÓN 15 (LIVE IN-PERSON)

FINAL EXAM will take place on **Session 15** (all language exams are taken via Blackboard in the scheduled classroom on campus, in a live-in person session). Date of the final exam: **Thursday, March 20th** (time to be specified by Planning Department after the semester begins).

Failure to attend will result in an evaluation grade of zero.

SISTEMA DE EVALUACIÓN

Language courses are designed to favor both a practical learning experience and use of the target language. The student's timely completion of both pre-activities and post-activities, as well as the autonomous work assigned by the professor, are essential to attain the course's objectives.

FINAL EVALUATION - The date and location of the Final Exam is set and published in advance and CANNOT be changed. Any student that cannot attend on the date and time set must follow the IEU Academic Rules protocol available through the Campus Online Platform otherwise they will receive a zero grade for this evaluation. Any requests to be excused from the final evaluation for non-emergency reasons must be done through a General Application Form (GAF), including relevant supporting documentation, to the Language Center by the 4th session of classes.

In the event that a student is absent without an approved justification for the final exam on session 15, an absence will also be counted against them.

A student must have absences justified and approved if beyond the 30% permitted limit before the date of the final exam or he/she will be denied access to the final evaluation.

criteria	percentage	Objetivos de Aprendizaje	Comentarios
Final exam	30 %		
Quiz	10 %		
Individual works + Assignments	25 %		
Active class participation	20 %		
Session work	15 %		

RE-SIT / RE-TAKE POLICY

Extraordinary Evaluations

The extraordinary evaluation in January will be subject to the following rules:

Students who fail the course will have the opportunity to be re-evaluated in January (unless failure was due to excessive absences, in which case the student loses the right to sit both the regular exam and the extraordinary exam). In subsequent evaluations students who failed due to lack of attendance will be reevaluated in the same manner.

The date and location of the extraordinary evaluation in January will be set and published in advance and CANNOT be changed.

The evaluation will allow the student the opportunity to improve the most deficient portions of their grade in order to thus pass the course. This may consist of taking an exam or being required to turn in assignments or other evaluations that were not submitted or earned unsatisfactory grades. If assignments must be turned in, the student may either mail them by certified mail by the established deadline or turn them in person on the set date as arranged with the professor. Once grades are posted, the professor will advise students who failed how to proceed regarding the extraordinary evaluation. The extraordinary evaluation grade (either exam or assignments) will replace the corresponding deficient portion of the final grade, taking into account that the highest grade a student may earn on any of the extraordinary evaluations is 8.0.

NORMAS DE COMPORTAMIENTO

Por favor lee el Código de Conducta [aquí](#). La Dirección de programa podrá indicar información adicional.

POLÍTICA DE ASISTENCIA

Por favor lee la Política de Asistencia [aquí](#). La Dirección de programa podrá indicar información adicional.

POLÍTICA ÉTICA

Por favor lee el Código Ético [aquí](#). La Dirección de programa podrá indicar información adicional.

FRENCH BEGINNER 6

**Idiomas y otras asignaturas/Languages and other subjects LANG SEP-2024
FBEG2-FC.LAN.M.Am**

Area Functional Group - Language

Number of sessions: 15

Academic year: 24-25

Degree course: THIRD

Number of credits: 3.0

Semester: 2º

Category: null

Language: English

Professor: CATHERINE HOLLANDE

E-mail: chollande@faculty.ie.edu

French teacher since 2016 in Madrid, I enjoy teaching my native language. Before this Spanish and teaching life, I studied Economics in the University of Nantes and obtained a master Degree in International management in the University of Strasbourg. During my studies I spent one year in the United States, MO, and one year in Spain, Salamanca. I began my working experience in Paris and London in the marketing and communication department of law firms. Then I came back to Nantes where I worked in the economic development department of the city as a manager of touristic projects. Travelling a lot to Spain, I met my actual Madrilian husband and after living three years in France we decided to move to Madrid. That is the moment, I decided to come back to studies in order to become a French teacher for non-native speakers. I followed a master in the department of French Philology in the University Autonoma de Madrid, got abilitated to examine the DELF and DALF exams and worked in the Alliance Française de Madrid. As a curious person, I am very happy with this teaching experience: I feel useful and challenged and every class is an opportunity to better know my own culture and discover other ones and new people.

chollande@faculty.ie.edu

SUBJECT DESCRIPTION

The general objective of this course is to develop the student's communicative skills in the French language so that they can understand and use standard language on familiar and basic topics such as describing a city, give directions, clothes, home, etc. Additionally, they will be able to obtain and provide information to others on topics related to everyday life.

This is the continuation of Beginner 1 course that aims to enable the student to interact in a simple manner. Beginner 2 furthers the study of grammar, vocabulary, and an understanding of the various Francophone cultures. Students improve listening, speaking, reading, and writing skills. Students begin to develop reading comprehension skills through short texts.

LEARNING OBJECTIVES

After completing the course, the student should be able to accomplish the following:

- Discovering and presenting a city
- Asking for and giving directions
- Understanding a route
- Getting around town
- Compare places
- Talking about days, months and seasons
- Giving opinions on clothing
- Talking about the weather
- Asking for/saying a price
- Inquiring about accommodation
- Talking about flat sharing
- Rules of life in common
- Reading notes and texts
- Listening and understanding audiovisuals documents
- Write sentences and short paragraphs in French using materials studied during the semester

To reach those goals, the student will learn how to use the following vocabulary:

- Places of the city
- Numbers
- Transportation
- Occupations
- Housing
- Clothes
- Accessories
- Weather
- Furniture
- Months
- Seasons

And the following grammar topics:

- Definite and indefinite articles (review)
- The indefinite article and the negation (review)
- Present tense
- The verbs ALLER, PRENDRE, DESCENDRE in the present indicative tense
- The interrogative adjective QUEL
- The presentative IL Y A
- Asking a question in French
- Masculine/Feminine & Singular/Plural
- Some descriptive adjectives (big, small, ...)
- Imperative
- Comparison
- Prepositions of place
- Contracted articles
- The gender and number of the adjectives

- The place of the adjective
- The near future and the recent past
- The demonstrative adjective
- COD pronouns
- The pronoun y

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

The methodology used to teach French focuses on a communicative teaching approach. Students will be required to actively participate in all session learning and outside session learning (homework and transversal activities done individually or in groups). Through professor instruction and student-centered learning, students will develop their ability to communicate and express themselves in the target language. A variety of instructional techniques and tools are used, including group or pair work, student presentations, video assignments, ed-tech tools, etc. in order to maximize the practice and development of the four skills of listening, reading, speaking and writing needed to communicate in our modern world.

In addition to the 15 class sessions, students will work independently in order to reinforce their knowledge, by means of the tools and content provided by their professor.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	15.0 hours
Discussions	13.33 %	10.0 hours
Exercises in class, Asynchronous sessions, Field Work	26.67 %	20.0 hours
Group work	6.67 %	5.0 hours
Individual studying	33.33 %	25.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

IMPORTANT!

Although we aim to keep to the scheduled syllabus, there may be some changes made to the program, based on and in the service of the benefit of the class. The Final exam date will not change.

ADD/DROP DEADLINE

Per the Registrar, the official end of the add drop period is 20% of course sessions (**session 3**).

IMPORTANT DATES:

- **A test will take place on session 7**, failure to attend will result in an evaluation grade of zero.
- **FINAL EXAM will take place on Session 15, Wednesday, March 20th**, in the scheduled classroom on campus, failure to attend will result in an evaluation grade of zero. The final

written exam includes listening comprehension, reading comprehension, grammar concepts, vocabulary, written expression.

SESSION 1 (LIVE ONLINE)

Introduction: Course set up, syllabus presentation, important dates (Materials included in the syllabus)

Start of Unit 1

- Discovering cities, knowing how to describe and present a city
- Grammar: review of definite/indefinite articles, presentative *c'est, il y a/il n'y a pas de*, descriptives adjectives

SESSION 2 (LIVE ONLINE)

Unit 1

- Comparing places
- Asking for and giving directions
- Grammar: verbs in present tense, prepositions of place, imperative, comparisons

SESSION 3 (LIVE ONLINE)

Unit 1

- Comparing places
- Asking for and giving directions
- Grammar: verbs in present tense, prepositions of place, imperative, comparisons

SESSION 4 (LIVE ONLINE)

Unit 1

- Comparing places
- Asking for and giving directions
- Grammar: verbs in present tense, prepositions of place, imperative, comparisons

SESSION 5 (LIVE ONLINE)

Unit 1

- Discovering cities
- Getting around town
- Grammar: ask questions, interrogative adjective *quel*, the verbe *prendre*, some occupations

SESSION 6 (LIVE ONLINE)

Start of unit 2

- Talking about fashion and give opinions on clothing
- Grammar: gender and number of adjectives, place of adjectives

SESSION 7 (LIVE ONLINE)

- Quiz (presential and mandatory, 10% of the final grade)

Unit 2

- Talking about the weather

SESSION 8 (LIVE ONLINE)

Unit 2

- Buying clothes: asking about sizes, paying, etc.
- Discovering iconic clothes
- Comparing clothes
- Telling what we have just done and what we are going to do
- Grammar: demonstratives adjectives, recent past and near future

SESSION 9 (LIVE ONLINE)

Unit 2

- Buying clothes: asking about sizes, paying, etc.
- Discovering iconic clothes
- Comparing clothes
- Telling what we have just done and what we are going to do
- Grammar: demonstratives adjectives, recent past and near future

SESSION 10 (LIVE ONLINE)

Unit 2

- Buying clothes: asking about sizes, paying, etc.
- Discovering iconic clothes
- Comparing clothes
- Telling what we have just done and what we are going to do
- Grammar: demonstratives adjectives, recent past and near future

SESSION 11 (LIVE ONLINE)

Unit 3

- Describe an accommodation
- Inquiring about accommodation
- Grammar: prepositions of place, COD pronouns

SESSION 12 (LIVE ONLINE)

Unit 3

- Describe an accommodation
- Inquiring about accommodation
- Grammar: prepositions of place, COD pronouns

SESSION 13 (LIVE ONLINE)

Unit 3

- Talking about flat sharing
- Rules of life in common
- Grammar: the verb *pouvoir*, the verb *devoir*

SESSION 14 (LIVE ONLINE)

Unit 3

- Talking about flat sharing
- Rules of life in common
- Grammar: the verb *pouvoir*, the verb *devoir*

SESSION 15 (LIVE IN-PERSON)

Session 15

Examen final

FINAL EXAM will take place on **Session 15** (all language exams are taken via Blackboard in the scheduled classroom on campus, in a live-in person session). Date of the final exam: **Thursday, March 20th** (time to be specified by the Planning Department after the semester begins).

Failure to attend will result in an evaluation grade of zero.

EVALUATION CRITERIA

Language courses are designed to favor both a practical learning experience and use of the target language. The student's timely completion of homework, as well as the autonomous work assigned by the professor, are essential to attain the course's objectives.

Final evaluation

The date and location of the Final Exam is set and published in advance and CANNOT be changed. Any student that cannot attend on the date and time set must follow the IEU Academic Rules protocol available through the Campus Online Platform otherwise they will receive a zero grade for this evaluation. Any requests to be excused from the final exam for non-emergency reasons must be done through a General Application Form (GAF), including relevant supporting documentation, to the Language Center by the 4th session of class.

In the event that a student is absent without an approved justification for the final exam on session 15, an absence will also be counted against them.

A student must have absences justified and approved if beyond the 20% permitted limit before the date of the final exam or he/she will be denied access to the final evaluation.

In order to pass the course, you must earn a minimum grade of 5 for your overall grade.

The final grade will be calculated as follows:

criteria	percentage	Learning Objectives	Comments
Final Exam	30 %		
Quiz	10 %		
Homework	15 %		
Autonomous work	15 %		
In class work	10 %		
Class Participation	20 %		

RE-SIT / RE-TAKE POLICY

Extraordinary Evaluations

The extraordinary evaluation in June will be subject to the following rules:

Students who fail the course will have the opportunity to be re-evaluated in June (unless failure was due to excessive absences, in which case the student loses the right to sit both the regular exam and the extraordinary exam). In subsequent evaluations students who failed due to lack of attendance will be reevaluated in the same manner.

The date and location of the extraordinary evaluation in June will be set and published in advance and CANNOT be changed.

The evaluation will allow the student the opportunity to improve the most deficient portions of their grade in order to thus pass the course. This may consist of taking an exam or being required to turn in assignments or other evaluations that were not submitted or earned unsatisfactory grades. If assignments must be turned in, the student may either mail them by certified mail by the established deadline or turn them in person on the set date as arranged with the professor.

Once grades are posted, the professor will advise students who failed how to proceed regarding the extraordinary evaluation. The extraordinary evaluation grade (either exam or assignments) will replace the corresponding deficient portion of the final grade, taking into account that the highest grade a student may earn on any of the extraordinary evaluations is 8.0.

ASSIGNMENT SUBMISSIONS

Required assignments must be submitted via the platform indicated by professor on the due date. Late work may or may not be accepted. As all assignments are posted on IE Campus, students are responsible for all work (even if they are not in class).

Any work due must be turned in even if you miss class!

If you must miss a class, it is your responsibility to advise the professor and provide an explanation or documentation to justify your absence (when possible previous to the class meeting, either in person or via e-mail). In some cases, students may be given the opportunity or required to complete session work in order to be prepared for the next class and earn the corresponding points despite their absence.

BIBLIOGRAPHY/REQUIRED MATERIALS

All students that wish to be enrolled in this class MUST have their own copy of the material sent by the teacher at the beginning of each unit. It will be the student's responsibility to have them printed or downloaded. Failure to do so may result in negative marking towards the final grade at the Professor's discretion.

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.

GERMAN BEGINNER 6

Idiomas y otras asignaturas/Languages and other subjects

LANG SEP-2024 GBEG2-FC.LAN.M.Am

Area Functional Group - Language

Number of sessions: 15

Academic year: 24-25

Degree course: THIRD

Number of credits: 3.0

Semester: 2º

Category: null

Language: English

Professor: **CATALINA GISELA FOLCH SCHULZ**

E-mail: cgfolch@faculty.ie.edu

Mrs. Folch has a B.A. in Biology from the UAM (Universidad Autónoma de Madrid) and a Postgraduate Certificate in Education from the Complutense University.

Born in Ebingen (Baden-Württemberg, Germany), her native language is German. She is also fluent in Spanish and English. She finished her matura at the Deutsche Schule Madrid and obtained the GDS certificate from the Goethe Institut Madrid.

Mrs. Folch has taught German as a foreign language at all levels and has a wide experience teaching teenagers and adults. She has also worked as a translator and an interpreter at an international German company belonging to the automotive sector for eight years.

She teaches German at IE-University since 2013.

cgfolch@faculty.ie.edu

SUBJECT DESCRIPTION

This German course is intended for beginners with little or no previous knowledge. You will be taught the German language in a very basic way by means of simple everyday situations. You will learn the basic building blocks of the German language both in terms of grammar and vocabulary.

The lessons themselves are designed to be action-oriented, learner-centered and interactive in accordance with modern pedagogy. The advantage here is that all course participants are simultaneously prompted to use the language in writing or orally.

LEARNING OBJECTIVES

Student will understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have as well as interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

TEACHING METHODOLOGY

The methodology used to teach German focuses on a communicative teaching approach. Students will be required to actively participate in all session learning and outside session learning (homework and transversal activities done individually or in groups). Through professor instruction and student-centered learning, students will develop their ability to communicate and express themselves in the target language. A variety of instructional techniques and tools are used, including group or pair work, student presentations, video assignments, ed-tech tools, etc. in order to maximize the practice and development of the four skills of listening, reading, speaking and writing needed to communicate in our modern world.

In addition to the 15 class sessions, students will work independently in order to reinforce their knowledge, by means of the tools and content provided by their professor.

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

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PROGRAM

ADD/DROP DEADLINE

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PROGRAM

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SESSION 1 (LIVE ONLINE)

Course presentation and first steps: Hallo!

- Greeting and introducing yourself
- Spelling

SESSIONS 2 - 4 (LIVE ONLINE)

Wie? Woher? Wann?

Topics:

- Get to know each other
- Appointments
- Everyday objects

Grammar:

- Personal pronouns
- Verb conjugation in present tense
- Questions
- Negation with "*nicht*"
- Temporal prepositions "*am*" and "*um*"
- Definite, indefinite and negative articles

Word field:

- Everyday objects
- Numbers up to 12
- Days of the week
- Time

SESSIONS 5 - 7 (LIVE ONLINE)

Wie gut kennst du ... ?

Topics:

- Leisure activities
- Family
- Working world

Grammar:

- Verb conjugation (verbs on d/t)
- Genitive -s
- Possessive articles
- Plural

Word field:

- Leisure activities
- Family members
- Numbers up to 100
- Professions

SESSIONS 8 - 10 (LIVE ONLINE)

Was ist für Sie wichtig?

Topics:

- Bartering and shopping
- Eating and drinking
- In the restaurant

Grammar:

- Verb conjugation (e-ie/i change)
- Modal verbs (*mögen, möchten*)
- Temporal prepositions (*um, von...bis*)
- Direct object

Word field:

- Eating and drinking
- Food in D-A-CH
- Money

SESSIONS 11 - 14 (LIVE ONLINE)

Muss ich heute ... ?

Topics:

- Obligations and abilities
- Feelings
- Intentions and permission

Grammar:

- Verb conjugation (a-ä change)
- Modal verbs (*müssen, können, wollen, dürfen*)
- Separable verbs
- Sentence bracket

Word field:

- Everyday activities
- Moods and feelings

SESSION 15 (LIVE IN-PERSON)

- **Final Exam**
- **Deadline for handing in homework/ assignments**

FINAL EXAM will take place on Session 15 (all language exams are taken via Blackboard in the scheduled classroom on campus **IN A LIVE IN-PERSON SESSION**).

Date of the final exam: **Thursday, March 20th** (time to be specified by the Planning Department after the semester begins).

Failure to attend will result in an evaluation grade of zero.

EVALUATION CRITERIA

Language courses are designed to favor both a practical learning experience and use of the target language. The student's timely completion of both pre-activities and post-activities, as well as the autonomous work assigned by the professor, are essential to attain the course's objectives.

FINAL EVALUATION - The date and location of the Final Exam is set and published in advance and CANNOT be changed. Any student that cannot attend on the date and time set must follow the IEU Academic Rules protocol available through the Campus Online Platform otherwise they will receive a zero grade for this evaluation. Any requests to be excused from the final evaluation for non-emergency reasons must be done through a General Application Form (GAF), including relevant supporting documentation, to the Language Center by the 4th session of class.

In the event that a student is absent without an approved justification for the final exam on session 15, an absence will also be counted against them.

A student must have absences justified and approved if beyond the 30% permitted limit before the date of the final exam or he/she will be denied access to the final evaluation.

criteria	percentage	Learning Objectives	Comments
Final Exam	30 %		
Homework	25 %		Weekly homework submission
Continues evaluation	25 %		1 Video Assignment (10%) and 3 Writing Assignments (5% each)
Active Class Participation/ Behaviour	20 %		Strong level of involvement in class activities and good behaviour (check University's Code of Conduct)

RE-SIT / RE-TAKE POLICY

Extraordinary Evaluations

The extraordinary evaluation in January will be subject to the following rules:

Students who fail the course will have the opportunity to be re-evaluated in January (unless failure was due to excessive absences, in which case the student loses the right to sit both the regular exam and the extraordinary exam). In subsequent evaluations students who failed due to lack of attendance will be reevaluated in the same manner.

The date and location of the extraordinary evaluation in January will be set and published in advance and CANNOT be changed.

The evaluation will allow the student the opportunity to improve the most deficient portions of their grade in order to thus pass the course. This may consist of taking an exam or being required to turn in assignments or other evaluations that were not submitted or earned unsatisfactory grades. If assignments must be turned in, the student may either mail them by certified mail by the established deadline or turn them in person on the set date as arranged with the professor. Once grades are posted, the professor will advise students who failed how to proceed regarding the extraordinary evaluation. The extraordinary evaluation grade (either exam or assignments) will replace the corresponding deficient portion of the final grade, taking into account that the highest grade a student may earn on any of the extraordinary evaluations is 8.0.

BIBLIOGRAPHY

Compulsory

- Wilfried Krenn, Herbert Puchta. *Motive A1, Kursbuch, Lektion 1-8, Kompaktkurs DaF*. Hueber. ISBN 9783190018802 (Printed)
- Wilfried Krenn, Herbert Puchta. *Motive A1, Arbeitsbuch, Lektion 1-8, Kompaktkurs DaF*. Hueber. ISBN 9783190418800 (Printed)

Recommended

- W. KRENN , H. PUCHTA. *Motive A1 – interaktive Digitale Ausgabe, Digitalisiertes Kursbuch, Lektion 1–8*. HUEBER. ISBN 9783191018 (Digital)
Digitised textbook with integrated audio files and interactive additional exercises.
ONLY AS ALTERNATIVE TO PRINTED VERSION OF MOTIVE A1 KURSBUCH
- Wilfried Krenn, Herbert Puchta. *Motive A1 – Digitale Ausgabe Digitalisiertes Arbeitsbuch, Lektion 1–8*. HUEBER. ISBN 9783191318 (Digital)
Digitised workbook with integrated audio files. ONLY AS ALTERNATIVE TO PRINTED VERSION OF MOTIVE A1 ARBEITSBUCH.

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.

MANDARIN CHINESE BEGINNER 6

Idiomas y otras asignaturas/Languages and other subjects
LANG SEP-2024 CBEG2-FC.LAN.M.Am

Area Functional Group - Language

Number of sessions: 15

Academic year: 24-25

Degree course: THIRD

Number of credits: 3.0

Semester: 2^o

Category: null

Language: English

Professor: **YU HUI CHOU**

E-mail: yhou@faculty.ie.edu

Yu-Hui has dedicated most of the time in education. She was teaching English to children after university. With many years of teaching experience, she started the master degree of Teaching Chinese. Now she holds master's degrees in Teaching Chinese as a Second Language, and certificate of Qualification to Teach Mandarin Chinese as a Second/Foreign language. She also received a postgraduate certificate in Teaching Chinese as a Foreign Language from the Autonomous University of Madrid. After finishing the master degrees, she has been teaching Mandarin Chinese for many years including Kaohsiung Medical University, several schools in Madrid, instructor of South Bay Chinese Culture Association summer camp.

yhou@faculty.ie.edu

Office hours by appointment only.

SUBJECT DESCRIPTION

The general objective of the course is for the student to learn the essential content of the phonetic structure of Chinese and the basic components of Chinese writing and to be able to express themselves spontaneously and fluently on topics at this level. In addition, the student will be able to use the language effectively and flexibly, both orally and in writing, with a good command of the linguistic resources according to the level. By the end of this course, students should be able to speak Chinese with a degree of fluency and spontaneity that facilitates regular interaction with native speakers in situations such as hobbies, travel, colors, distance, comparison, expression of location, etc. You can produce short texts related to the topics learned. At the same time, this level emphasizes the ability to express in order to achieve interactive communication.

LEARNING OBJECTIVES

This is an essentially practical course, aimed at acquiring reading and listening skills, abilities, and skills, as well as oral and written interaction and expression. The course is fundamentally based on grammar, practical knowledge (learning by doing) and the social use of language, in this way students will achieve the ability to produce them gradually and automatically.

- To be able to understand expressions by native speakers.
- To be able to participate actively in debates that unfold in daily situations explaining, arguing, and defending one's own points of view.
- To present clear and detailed descriptions of a wide range of topics, related to their context and dimension.
- To be able to participate in a conversation with a degree of fluency and spontaneity, so that you can carry on a normal conversation with native Chinese speakers.
- To know how to argue a certain point of view.
- To be able to ask for the required information.
- To be able to write short texts on topics related to their interests.
- To know how to read certain amounts of basic Chinese characters.

TEACHING METHODOLOGY

The methodology used to teach Chinese focuses on a communicative teaching approach. Students will be required to actively participate in all session learning and outside session learning (homework and transversal activities done individually or in groups). Through professor instruction and student-centered learning, students will develop their ability to communicate and express themselves in the target language. A variety of instructional techniques and tools are used, including group or pair work, student presentations, video assignments, ed-tech tools, etc. in order to maximize the practice and development of the four skills of listening, reading, speaking, and writing needed to communicate in our modern world.

In addition to the 15 class sessions, students will work independently in order to reinforce their knowledge, by means of the tools and content provided by their professor.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	15.0 hours
Discussions	13.33 %	10.0 hours

Exercises in class, Asynchronous sessions, Field Work	26.67 %	20.0 hours
Group work	6.67 %	5.0 hours
Individual studying	33.33 %	25.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

Although we aim to keep to the scheduled syllabus, there may be some changes made to the program, based on and in the service of the benefit of the class. The Final exam date will not change.

This class has 15 sessions during this semester. These 15 sessions will be divided in the following way: practice of the material covered in class and the pre-activities with oral and written exercises.

IMPORTANT:

- Session 8 - MIDTERM EXAM **STUDENTS MUST ATTEND THIS SESSION (if absent, you will receive a 0)
- Session 14- ORAL EXAM
- Session 15 - FINAL EXAM March. 20th (Live in person session)

PROGRAM

ADD/DROP DEADLINE

Per the Registrar, the official end of the add drop period is 20% of course sessions (session 3).

SESSION 1 (LIVE ONLINE)

General introduction to the course Chinese 1 Content Review

Pre-activity: Standard course HSK 2, L1 vocabularies

SESSION 2 (LIVE ONLINE)

Session Learning:

Contents: Standard course HSK 2, L1 vocabularies

Single-component characters and stroke order

Grammar:

- The Auxiliary Verb “?”
- The Adverb of Degree “?”
- “?” and “?”: expressions of approximate numbers

Post-activity: Workbook (Standard course HSK 2) L.1 (p.1-10) Pre-activity: Standard course HSK 2, L2 vocabularies

SESSION 3 (LIVE ONLINE)

Session Learning:

Contents: Standard course HSK 2, L2 vocabularies Single-component characters and stroke order

Grammar:

-Questions Using “???”

-The Pronoun “?”

-The Interrogative Pronoun “?”

Post-activity: Workbook (Standard course HSK 2) L.2 (p.11-20) Pre-activity: Standard course HSK 2, L3 vocabularies

SESSION 4 (LIVE ONLINE)

Session Learning:

Contents: Standard course HSK 2, L3 vocabularies Single-component characters and stroke order

Grammar:

-The “?” Phrase

-The Numeral Classifier “??”

-The Modal Adverb “?”

Post-activity: Workbook (Standard course HSK 2) L.3 (p.21-30) Pre-activity: Standard course HSK 2, L4 vocabularies

SESSION 5 (LIVE ONLINE)

Session Learning:

Contents: Standard course HSK 2, L4 vocabularies Single-component characters and stroke order

Grammar:

-The Structure “?...?” : used to emphasize the agent of an action

-. “???” Indicating Time

-The Adverb of time “??”

Post-activity: Workbook (Standard course HSK 2) L.4 (p.31-40) Pre-activity: Standard course HSK 2, L5 vocabularies

SESSION 6 (LIVE ONLINE)

Session Learning:

Contents: Standard course HSK 2, L5 vocabularies Sigle-component characters and stroke order

Grammar:

-The Adverb “?”

-The Modal Adverb“?”

-The Adverb of time “???”

Post-activity: Workbook (Standard course HSK 2) L.5 (p.41-50)

Post-activity: Write a dictation text

Pre-activity: Standard course HSK 2, L5 vocabularies

SESSION 7 (LIVE ONLINE)

Session Learning:

Contents: Standard course HSK 2, L6 vocabularies Sigle-component characters and stroke order

Grammar:

-The Interrogative Pronoun “??”

-Reduplication of Measure Words

-The Pair of Conjunctions “??...??...”

To review and correct workbook before midterm (L1-5)

Post-activity: Workbook (Standard course HSK 2) L.6 (p.51-60) Pre-activity: Standard course HSK 2, L7 vocabularies

SESSION 8 (LIVE IN-PERSON)

Midterm

Post-activity: Diary

Pre-activity: Standard course HSK 2, L7 vocabularies

SESSION 9 (LIVE ONLINE)

Session Learning:

Contents: Standard course HSK 2, L7 vocabularies Sigle-component characters and stroke order

Grammar:

-The modal Adverb “?”

- The Adverb of Time “?”
- The Verb “?”
- The Modal Particle “?”

Post-activity: Workbook (Standard course HSK 2) L.7 (p.61-69) Pre-activity: Standard course HSK 2, L8-9 vocabularies

SESSION 10 (LIVE ONLINE)

Session Learning:

Contents: Standard course HSK 2, L8-9 vocabularies

Single-component characters and stroke order

Grammar:

- The Interrogative Sentence “,???”
- The Adverb “?”
- Pivotal Sentences
- Reduplication of Verbs
- Complements of Result
- The preposition “?”
- “?” Indicating Order

Post-activity: Workbook (Standard course HSK 2) L.8-9 (p.70-87)

Post-activity: Group conversation (video)

Pre-activity: Standard course HSK 2, L10-11 vocabularies

SESSION 11 (LIVE ONLINE)

Session Learning:

Contents: Standard course HSK 2, L10-11 vocabularies Single-component characters and stroke order

Grammar:

- The interjection “?”
- “?.....?” Used to indicate an action in progress
- Expression of telephone numbers
- The modal particle “?”
- The Imperative Sentence “??.....?/? ?”
- The Preposition “?”

Post-activity: Workbook (Standard course HSK 2) L.10-11 (p.88-105) Pre-activity: Standard course HSK 2, L12-13 vocabularies

SESSION 12 (LIVE ONLINE)

Session Learning:

Contents: Standard course HSK 2, L12-13 vocabularies Sigle-component characters and stroke order

Grammar:

- Complements of State
- The "?" Sentence (2)
- The Aspect Particle "?"
- The Rhetorical Question "?? ?"
- The Preposition "?"

Post-activity: Workbook (Standard course HSK 2) L.12-13 (p.106-123) Pre-activity: Standard course HSK 2, L14,15 vocabularies

SESSION 13 (LIVE ONLINE)

Session Learning:

Contents: Standard course HSK 2, L14-15 vocabularies Sigle-component characters and stroke order

Grammar:

- Complements of State
- The "?" Sentence (2)
- "? ?" Indicating the State of an Action
- The Structure "? ?"

Post-activity: Workbook (Standard course HSK 2) L.14-15 (p.124-141)

SESSION 14 (LIVE ONLINE)

To review and correct workbook before final exam (L6-15)

ORAL EXAM

SESSION 15 (LIVE IN-PERSON)

FINAL EXAM

FINAL EXAM will take place on Session 15 (all language exams are taken via Blackboard in the scheduled classroom on campus, in a live-in person session). Date of the final exam: **Thursday, March 20th.**

Failure to attend will result in an evaluation grade of zero.

EVALUATION CRITERIA

criteria	percentage	Learning Objectives	Comments
Final Exam	30 %		
Individual work + group work	25 %		workbook 15% + group conversation (video) 5% + diary 2.5% + write a dictation text 2.5%
Continuous evaluation	30 %		midterm 15% + oral exam 15%
Class Participation	15 %		class participation + pre-activities

RE-SIT / RE-TAKE POLICY

Extraordinary Evaluations

The extraordinary evaluation in June will be subject to the following rules:

Students who fail the course will have the opportunity to be re-evaluated in June (unless failure was due to excessive absences, in which case the student loses the right to sit both the regular exam and the extraordinary exam). In subsequent evaluations students who failed due to lack of attendance will be reevaluated in the same manner.

The date and location of the extraordinary evaluation in June will be set and published in advance and CANNOT be changed.

The evaluation will allow the student the opportunity to improve the most deficient portions of their grade in order to thus pass the course. This may consist of taking an exam or being required to turn in assignments or other evaluations that were not submitted or earned unsatisfactory grades. If assignments must be turned in, the student may either mail them by certified mail by the established deadline or turn them in person on the set date as arranged with the professor. Once grades are posted, the professor will advise students who failed how to proceed regarding the extraordinary evaluation. The extraordinary evaluation grade (either exam or assignments) will replace the corresponding deficient portion of the final grade, taking into account that the highest grade a student may earn on any of the extraordinary evaluations is 8.0.

BIBLIOGRAPHY

Compulsory

- Liping Jiang, Wang Feng, Liu Liping, Wang Fang. *Standard Course HSK 2 (HSK BIAOZHUN JIAOCHE 2)*. Beijing Language and Culture University Press. ISBN 9787561937266 (Printed)
- Jiang Liping. (2014). *Standard Course HSK 2 (HSK BIAOZHUN JIAOCHE 2 LIANXI CE) workbook*. Beijing Language and Culture University Press. ISBN 9787561937808 (Printed)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

OTHER INFORMATION

**Note about the Syllabus session schedule:

We reserve the right to improve the student learning experience during the course. Although we aim to keep to the scheduled syllabus, there may be some changes made to the program, based on and in the service of the benefit of the class. Final exam date, however, will not change.

COURSE POLICIES:

ATTENDANCE (classes, exams):

Students **MUST** attend all classes.

Students are responsible for their own technology and ensure that they have the resources available in order to complete the required work for their courses.

Students must use their laptop in all sessions. If a student has a particular situation on a given day or in general, they must communicate with their professor to manage any exceptions to this rule.

If you must miss a class, it is your responsibility to advise the professor and provide an explanation or documentation to justify your absence (when possible previous to the class meeting, either in person or via e-mail). In some cases, students may be given the opportunity or required to complete session work in order to be prepared for the next class and earn the corresponding points despite their absence.

Any work due must be turned in even if you miss class!

Please note that if you absent from more 20% of classes you will get a 0 grade and FAIL the course.

EXAMS

Final exam dates are set by the university and non-negotiable. Lack of justified absence by official authority will result in an exam grade of 0.

Midterm and Final exams will be taken via Campus online in live in-person sessions.

ADD/DROP DEADLINE

Per the Registrar, the official end of the add drop period is 20% of course sessions. The last day to drop language courses of 15 sessions per semester is session 3.

ASSIGNMENT SUBMISSIONS

Required assignments must be submitted via the platform indicated by professor on the due date. Late work may or may not be accepted. As all assignments are posted on IE Campus, students are responsible for all work (even if they are not in class).

REQUIRED MATERIALS

All students that wish to be enrolled in this class **MUST** have their own copy of the material required in the Bibliography (and the online access that the Premium edition provides) section below by the 3rd session of class. Failure to do so may result in negative marking towards the final grade at the Professor's discretion.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.



LANGUAGES N VI

Grado en Relaciones Internacionales / Bachelor in International Relations BIR SEP-2024 LN2-ARABIC BEG2.2C.IR.1.M.A

Area Functional Group - Language

Number of sessions: 15

Academic year: 24-25

Degree course: THIRD

Number of credits: 3.0

Semester: 2º

Category: COMPULSORY

Language: English

Professor: **REGINA CHATRUCH DEL RÍO**

E-mail: rchatruch@faculty.ie.edu

Professor REGINA CHATRUCH DEL RÍO

Regina Chatruch del Río graduated as an Arabic Philologist from the Universidad Complutense de Madrid (Spain) and holds an M.A. from the Universidad Autónoma de Madrid (Spain) in Arabic and Islamic contemporary studies. She obtained a training scholarship at the Instituto de Lenguas y Culturas del Mediterráneo, CSIC (Spain) during two years. She has also studied one academic year at the Damascus University (Syria), and another year at the Abderrahmane Mira University in Bejaia (Algeria).

I will be available from Monday to Friday, please send me a previous e-mail to schedule a date.

e-mail address: rchatruch@faculty.ie.edu

SUBJECT DESCRIPTION

PREREQUISITES

Placement test or level beginners.

SUBJECT DESCRIPTION

This intensive course is an introduction of basic Arabic structures for the foreign student where simple communication strategies will be offered. The student will develop the ability to use the language in a simple yet effective way for daily situations characterized by a high degree of predictability.

LEARNING OBJECTIVES

At the completion of this level, students will be able to:

- Understand familiar words and very basic phrases concerning self, family and immediate concrete surroundings when people speak slowly and clearly.
- Understand familiar names, words and very simple sentences.
- Interact in a simple way provided the other person is prepared to help.
- Ask and answer simple questions in areas of immediate need or on very familiar topics.
- Use simple phrases and sentences.
- Write short, simple postcard.
- Fill in forms with personal details.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

The methodology continues to teach languages focused on a communicative teaching approach.

Students will be required to actively participate in all session learning and outside session learning (homework and transversal activities done individually or in groups). Through professor instruction and student-centered learning, students will develop their ability to communicate and express

themselves in the target language. A variety of instructional techniques and tools are used, including group or pair work, student presentations, video assignments, ed-tech tools, etc. in order to maximize the

practice and development of the four skills of listening, reading, speaking and writing needed to communicate in our modern world.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	15.0 hours
Discussions	13.33 %	10.0 hours
Exercises in class, Asynchronous sessions, Field Work	26.67 %	20.0 hours
Group work	6.67 %	5.0 hours
Individual studying	33.33 %	25.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

IMPORTANT INFORMATION

SYLLABUS SESSION SCHEDULE

Although we aim to keep to the scheduled syllabus, there may be some changes made to the program, based on and in the service of the benefit of the class. The Final exam date will not change.

This class has 15 sessions during this semester. These 15 sessions will be divided in the following way: practice of the material covered in class and the pre-activities with oral and written exercises.

ADD/DROP DEADLINE

Per the Registrar, the official end of the add drop period is 20% of course sessions (session 3).

SESSION 1 (LIVE IN-PERSON)

Review session

SESSION 2 (LIVE IN-PERSON)

Mastering Arabic 1. Unit five.

Letters of the alphabet, everyday objects, describing things, using the determination pronoun, possessive endings.

Activity book, unit five.

SESSION 3 (LIVE IN-PERSON)

Mastering Arabic 1. Unit five.

Letters of the alphabet, everyday objects, describing things, using the determination pronoun, possessive endings.

Activity book, unit five.

SESSION 4 (LIVE IN-PERSON)

Mastering Arabic 1. Unit five.

Letters of the alphabet, everyday objects, describing things, using the determination pronoun, possessive endings.

Activity book, unit five.

SESSION 5 (LIVE IN-PERSON)

LIVE IN PERSON

Mastering Arabic 1. Unit six.

Last letters of the alphabet, asking questions, interrogative pronouns, prepositions.

Activity book. Unit six

SESSION 6 (LIVE IN-PERSON)

LIVE IN PERSON

Mastering Arabic 1. Unit six.

Last letters of the alphabet, asking questions, interrogative pronouns, prepositions.

Activity book. Unit six

SESSION 7 (LIVE IN-PERSON)

LIVE IN PERSON

Mastering Arabic 1. Unit six.

Last letters of the alphabet, asking questions, interrogative pronouns, prepositions.

Activity book. Unit six

SESSION 8 (LIVE IN-PERSON)

Mastering Arabic 1. Unit 7. Describing places, adjectives, idafa constructions, asking for directions, some

plurals. Prepositions, describing your room. Activity book, unit 7.

SESSION 9 (LIVE IN-PERSON)

Mastering Arabic 1. Unit 7. Describing places, adjectives, idafa constructions, asking for directions, some

plurals. Prepositions, describing your room. Activity book, unit 7.

SESSION 10 (LIVE IN-PERSON)

Mastering Arabic 1. Unit 7. Describing places, adjectives, idafa constructions, asking for directions, some

plurals. Prepositions, describing your room. Activity book, unit 7.

SESSION 11 (LIVE IN-PERSON)

Mastering Arabic 1. Unit 7. Describing places, adjectives, idafa constructions, asking for directions, some

plurals. Prepositions, describing your room. Activity book, unit 7.

SESSION 12 (LIVE IN-PERSON)

Mastering Arabic 1. Unit 8. Review unit with some new grammar: introduction to arabic verbs in past

and present tense. Activity book, unit 8

SESSION 13 (LIVE IN-PERSON)

Mastering Arabic 1. Unit 8. Review unit with some new grammar: introduction to arabic verbs in past

and present tense. Activity book, unit 8

SESSION 14 (LIVE IN-PERSON)

Mastering Arabic 1. Unit 8. Review unit with some new grammar: introduction to arabic verbs in past

and present tense. Activity book, unit 8

SESSION 15 (LIVE IN-PERSON)

Final exam

FINAL EXAM will take place on Session 15 (all language exams are taken via Blackboard in the scheduled classroom on campus, in a live-in person session).

Date of the final exam: FRIDAY 25TH APRIL

(time to be specified by the Planning Department after the semester begins).

Failure to attend will result in an evaluation grade of zero.

EVALUATION CRITERIA

Language courses are designed to favor both a practical learning experience and use of the target language. The student's timely completion of all activities both pre-activities and post-activities, as well as the autonomous work assigned by the professor, are essential to attain the course's objectives.

FINAL EVALUATION

The date and location of the Final Exam is set and published in advance and CANNOT be changed. Any student that cannot attend on the date and time set must follow the IEU Academic Rules protocol available through the Campus Online Platform otherwise they will receive a zero grade for this evaluation. Any requests to be excused from the final evaluation for non-emergency reasons must be done through a General Application Form (GAF), including relevant supporting documentation, to the Language Center by the 4th session of class.

In the event that a student is absent without an approved justification for the final exam on session 15, an absence will also be counted against them.

A student must have absences justified and approved if beyond the 30% permitted limit before the date of the final exam or he/she will be denied access to the final evaluation.

criteria	percentage	Learning Objectives	Comments
Final Exam	30 %		
Student work	25 %		Homeworks (writings – videos) individual work and assignments (On-time deliveries and contents)
Continuous Evaluation	25 %		(Tests and quizzes in class and other activities and exercises in class)
Class Participation	20 %		Active participacion

RE-SIT / RE-TAKE POLICY

Extraordinary Evaluations

The extraordinary evaluation in June will be subject to the following rules: Students who fail the course will have the opportunity to be re-evaluated in June (unless failure was due to excessive absences, in which case the student loses the right to sit both the regular exam and the extraordinary exam). In subsequent evaluations students who failed due to lack of attendance will be reevaluated in the same manner.

The date and location of the extraordinary evaluation in June will be set and published in advance and CANNOT be changed.

The evaluation will allow the student the opportunity to improve the most deficient portions of their grade in order to thus pass the course. This may consist of taking an exam or being required to turn in assignments or other evaluations that were not submitted or earned unsatisfactory grades. If assignments must be turned in, the student may either mail them by certified mail by the established deadline or turn them in person on the set date as arranged with the professor.

Once grades are posted, the professor will advise students who failed how to proceed regarding the extraordinary evaluation. The extraordinary evaluation grade (either exam or assignments) will replace the corresponding deficient portion of the final grade, considering that the highest grade a student may earn on any of the extraordinary evaluations is 8.

BIBLIOGRAPHY

Compulsory

- Jane Wightwick & Mahmoud Gaafar. (2015). *Mastering Arabic 1*. Third Edition. Palgrave, Macmillan Education. ISBN 9781137380449 (Printed)

- Jane Wightwick & Mahmoud Gaafar. (2015). *Mastering Arabic 1. Activity Book*. Palgrave, Macmillan Education. ISBN 9780781813396 (Printed)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.

UNIVERSITY

PORTUGUESE BEGINNER 6

Idiomas y otras asignaturas/Languages and other subjects
LANG SEP-2024 PBEG2-FC.LAN.M.Am

Area Functional Group - Language

Number of sessions: 15

Academic year: 24-25

Degree course: THIRD

Number of credits: 3.0

Semester: 2^o

Category: null

Language: English

Professor: **VÂNIA PAULINO RODRIGUES**

E-mail: vpaulino@faculty.ie.edu

Vânia is a master's student in Linguistics Applied to Foreign Language Teaching, by the Antonio de Nebrija University in Madrid. She specialized in Didactics of Higher Education at the Faculty of Medical Sciences of Cacoal (Facimed) and graduated in Portuguese Letters and Literature, at Unesc-Cacoal.

Vânia has more than fifteen years of experience as a PLE – Portuguese Foreign Language teacher and evaluator of Celp-Bras, an official proficiency exam in Portuguese. In addition, he created a textbook dedicated to teaching Portuguese as a foreign language for an intermediate level of the language. She regularly participates in seminars, symposia and other events aimed at teaching, learning, and disseminating the language. She also collaborates with the Brazilian Embassy in Madrid, promoting and participating in events related to Brazilian culture and the teaching of PLH - Portuguese Language of Heritage.

Office Hours

Office hours will be on request. Please contact at: vpaulino@faculty.ie.edu
Office hours by appointment only.

SUBJECT DESCRIPTION

This course is an introduction to basic Portuguese structures for students where simple communication strategies will be offered. The student will develop the ability to use the language in a simple yet effective way for daily situations characterized by a high degree of predictability. This course is a good starting point for those with some previous knowledge of Portuguese and/or other romance Romanic languages (Spanish, Italian, and French). This course is a continuation of the previous course, Beginner 1, which completes the first year of Portuguese studies.

LEARNING OBJECTIVES

The course will provide the student with the necessary tools for basic communication in Portuguese. At the end of the course, the student will have learned some of the elementary grammatical structures of the language and will be able to communicate in Portuguese developing very short dialogues by himself/herself and will be able to answer simple questions with some difficulty. They will be able to talk about past events, trips they have taken, means of transport, etc. He/she will be able to use comparative structures in Portuguese perfectly and will know some tourist places in Brazil. You will be able to talk about food and daily eating habits. Finally, he/she will be able to talk about his/her childhood, games, and toys. At the end of the course, the student will know three of the four past tenses of the Portuguese Indicative mode.

TEACHING METHODOLOGY

The methodology used to teach Portuguese focuses on a communicative approach to teaching. Students will be required to actively participate in all in-session and out-of-session learning (homework and cross-curricular activities done individually or in groups). Through teacher-teaching and student-centered learning, students will develop their ability to communicate and express themselves in the target language. Various teaching techniques and tools are used, such as group or pair work, class dynamics, written or oral assignments, ed-tech tools, etc., in order to maximize the practice and development of the four skills of listening, reading, speaking and writing necessary to communicate in our modern world.

In addition to the 15 classroom sessions, students will work independently to reinforce their knowledge, using the tools and content provided by their teacher.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	15.0 hours
Discussions	13.33 %	10.0 hours
Exercises in class, Asynchronous sessions, Field Work	26.67 %	20.0 hours
Group work	6.67 %	5.0 hours
Individual studying	33.33 %	25.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

Although we aim to keep to the scheduled syllabus, there may be some changes made to the program, based on and in the service of the benefit of the class. **The Final exam date will not change.**

ADD/DROP DEADLINE

Per the Registrar, the official end of the add drop period is 20% of course sessions (**SESSION 3**)

PROGRAM

SESSION 1 (LIVE ONLINE)

Introdução: Apresentação do curso e do Syllabus, informação de datas importantes, matéria, avaliação, conduta /etiqueta na sala de aula, etc.

Material do curso:

Brasil Intercultural - Língua e cultura brasileira para estrangeiros - Ciclo básico (**seleção**). Autoras: Cibelle Nascimento Barbosa & Giselle Nunes de Castro. Buenos Aires: Casa do Brasil. ISBN 9789874596826.

APOSTILA NÍVEL BÁSICO (own material). Authors: Portuguese teachers IE University. The PDF material will be made available on the first day of class.

Unidade 1: Descobrindo o mundo

Conteúdo comunicativo

Preparar e fazer uma viagem, falar sobre meios de transporte, falar sobre as estações do ano, expressar opinião, comparar coisas

Conteúdo lexical (vocabulário)

Vocabulário relativo a viagens (reserva, hospedagens, destinos, voo...), vocabulário referente a meios de transporte (carro, trem, metrô, bicicleta, avião...), vocabulário referente a estações do ano: primavera, verão, outono, inverno, opinar sobre algo usando: eu acho, na minha opinião, do meu ponto de vista..., estruturas comparativas: mais do que / menos do que / tanto quanto, pontos turísticos do Brasil: Cristo Redentor, Pelourinho, Palácio do Planalto, praias...

Conteúdo gramatical

IR DE + transporte, perguntar e informar: onde fica / onde é / fica perto / fica longe, contração NO/NA + estações do ano, conjunções (1): e, mas, porque, ou, comparativos de igualdade, inferioridade e superioridade, Pretérito Perfeito Simples regulares e irregulares (ter, ser/ir, estar, poder, querer, fazer, trazer, vir, ver,)

Fonética

[a] [ãw] ortografia "a, á, ã, ão, am, an", [ʔj] [ãw] - ortografia "em, en, om, on", [s] [z] [ʔ] [ks] - ortografia "x"; ortografia "s, ss, c, ç, x"

SESSION 2 (LIVE ONLINE)

Unidade 1: Descobrindo o mundo

Conteúdo comunicativo

Preparar e fazer uma viagem, falar sobre meios de transporte, falar sobre as estações do ano, expressar opinião, comparar coisas

Conteúdo lexical (vocabulário)

Vocabulário relativo a viagens (reserva, hospedagens, destinos, voo...), vocabulário referente a meios de transporte (carro, trem, metrô, bicicleta, avião...), vocabulário referente a estações do ano: primavera, verão, outono, inverno, opinar sobre algo usando: eu acho, na minha opinião, do meu ponto de vista..., estruturas comparativas: mais do que / menos do que / tanto quanto, pontos turísticos do Brasil: Cristo Redentor, Pelourinho, Palácio do Planalto, praias...

Conteúdo gramatical

IR DE + transporte, perguntar e informar: onde fica / onde é / fica perto / fica longe, contração NO/NA + estações do ano, conjunções (1): e, mas, porque, ou, comparativos de igualdade, inferioridade e superioridade, Pretérito Perfeito Simples regulares e irregulares (ter, ser/ir, estar, poder, querer, fazer, trazer, vir, ver,)

Fonética

[a] [ãw] ortografia “a, á, ã, ão, am, an”, [ʔj] [ãw] - ortografia “em, en, om, on”, [s] [z] [ʔ] [ks] - ortografia “x”; ortografia “s, ss, c, ç, x”

SESSION 3 (LIVE ONLINE)

Unidade 1: Descobrindo o mundo

Conteúdo comunicativo

Preparar e fazer uma viagem, falar sobre meios de transporte, falar sobre as estações do ano, expressar opinião, comparar coisas

Conteúdo lexical (vocabulário)

Vocabulário relativo a viagens (reserva, hospedagens, destinos, voo...), vocabulário referente a meios de transporte (carro, trem, metrô, bicicleta, avião...), vocabulário referente a estações do ano: primavera, verão, outono, inverno, opinar sobre algo usando: eu acho, na minha opinião, do meu ponto de vista..., estruturas comparativas: mais do que / menos do que / tanto quanto, pontos turísticos do Brasil: Cristo Redentor, Pelourinho, Palácio do Planalto, praias...

Conteúdo gramatical

IR DE + transporte, perguntar e informar: onde fica / onde é / fica perto / fica longe, contração NO/NA + estações do ano, conjunções (1): e, mas, porque, ou, comparativos de igualdade, inferioridade e superioridade, Pretérito Perfeito Simples regulares e irregulares (ter, ser/ir, estar, poder, querer, fazer, trazer, vir, ver,)

Fonética

[a] [ãw] ortografia “a, á, ã, ão, am, an”, [ʔj] [ãw] - ortografia “em, en, om, on”, [s] [z] [ʔ] [ks] - ortografia “x”; ortografia “s, ss, c, ç, x”

SESSION 4 (LIVE ONLINE)

Unidade 1: Descobrindo o mundo

Conteúdo comunicativo

Preparar e fazer uma viagem, falar sobre meios de transporte, falar sobre as estações do ano, expressar opinião, comparar coisas

Conteúdo lexical (vocabulário)

Vocabulário relativo a viagens (reserva, hospedagens, destinos, voo...), vocabulário referente a meios de transporte (carro, trem, metrô, bicicleta, avião...), vocabulário referente a estações do ano: primavera, verão, outono, inverno, opinar sobre algo usando: eu acho, na minha opinião, do meu ponto de vista..., estruturas comparativas: mais do que / menos do que / tanto quanto, pontos turísticos do Brasil: Cristo Redentor, Pelourinho, Palácio do Planalto, praias...

Conteúdo gramatical

IR DE + transporte, perguntar e informar: onde fica / onde é / fica perto / fica longe, contração NO/NA + estações do ano, conjunções (1): e, mas, porque, ou, comparativos de igualdade, inferioridade e superioridade, Pretérito Perfeito Simples regulares e irregulares (ter, ser/ir, estar, poder, querer, fazer, trazer, vir, ver.)

Fonética

[a] [ãw] ortografia “a, á, ã, ão, am, an”, [ʔ] [ãw] - ortografia “em, en, om, on”, [s] [z] [ʔ] [ks] - ortografia “x”; ortografia “s, ss, c, ç, x”

SESSION 5 (LIVE ONLINE)

Unidade 1: Descobrindo o mundo

Conteúdo comunicativo

Preparar e fazer uma viagem, falar sobre meios de transporte, falar sobre as estações do ano, expressar opinião, comparar coisas

Conteúdo lexical (vocabulário)

Vocabulário relativo a viagens (reserva, hospedagens, destinos, voo...), vocabulário referente a meios de transporte (carro, trem, metrô, bicicleta, avião...), vocabulário referente a estações do ano: primavera, verão, outono, inverno, opinar sobre algo usando: eu acho, na minha opinião, do meu ponto de vista..., estruturas comparativas: mais do que / menos do que / tanto quanto, pontos turísticos do Brasil: Cristo Redentor, Pelourinho, Palácio do Planalto, praias...

Conteúdo gramatical

IR DE + transporte, perguntar e informar: onde fica / onde é / fica perto / fica longe, contração NO/NA + estações do ano, conjunções (1): e, mas, porque, ou, comparativos de igualdade, inferioridade e superioridade, Pretérito Perfeito Simples regulares e irregulares (ter, ser/ir, estar, poder, querer, fazer, trazer, vir, ver.)

Fonética

[a] [ãw] ortografia “a, á, ã, ão, am, an”, [ʔ] [ãw] - ortografia “em, en, om, on”, [s] [z] [ʔ] [ks] - ortografia “x”; ortografia “s, ss, c, ç, x”

SESSION 6 (LIVE ONLINE)

Unidade 2: Alimentação

Conteúdo comunicativo

Falar sobre alimentação e hábitos alimentares no dia a dia, no restaurante e na lanchonete

Conteúdo lexical (vocabulário)

Vocabulário referente a refeições: café da manhã, almoço, lanche, jantar, vocabulário referente a estabelecimentos onde comer: casa, restaurante, lanchonete, universidade, cafeteria, vocabulário referente a alimentos: no café da manhã, lanche, almoço e jantar, vocabulário referente a convites para comer fora, vocabulário referente utensílios para compor a mesa, vocabulário referente a quantidades: um pouquinho, um pedacinho, uma porção, um sanduichão...

Conteúdo gramatical

verbos: tomar, comer/tomar, almoçar, lanchar, jantar, estar (com fome, sede...), aumentativo e diminutivo básicos (-inho, -zinho, -ão, -ona), Pretérito Perfeito Composto, Particípios regulares e principais particípios irregulares, Acentuação básica: tipos de acentos e que som eles indicam

Fonética

Contraste: [ʔ] [ʔ] - ortografia “j, g, x, ch, ortografia “b, v

SESSION 7 (LIVE ONLINE)

Unidade 2: Alimentação

Conteúdo comunicativo

Falar sobre alimentação e hábitos alimentares no dia a dia, no restaurante e na lanchonete

Conteúdo lexical (vocabulário)

Vocabulário referente a refeições: café da manhã, almoço, lanche, jantar, vocabulário referente a estabelecimentos onde comer: casa, restaurante, lanchonete, universidade, cafeteria, vocabulário referente a alimentos: no café da manhã, lanche, almoço e jantar, vocabulário referente a convites para comer fora, vocabulário referente utensílios para compor a mesa, vocabulário referente a quantidades: um pouquinho, um pedacinho, uma porção, um sanduichão...

Conteúdo gramatical

verbos: tomar, comer/tomar, almoçar, lanchar, jantar, estar (com fome, sede...), aumentativo e diminutivo básicos (-inho, -zinho, -ão, -ona), Pretérito Perfeito Composto, Particípios regulares e principais participios irregulares, Acentuação básica: tipos de acentos e que som eles indicam

Fonética

Contraste: [ʃ] [ʒ] - ortografia "j, g, x, ch, ortografia "b, v

SESSION 8 (LIVE ONLINE)

Unidade 2: Alimentação

Conteúdo comunicativo

Falar sobre alimentação e hábitos alimentares no dia a dia, no restaurante e na lanchonete

Conteúdo lexical (vocabulário)

Vocabulário referente a refeições: café da manhã, almoço, lanche, jantar, vocabulário referente a estabelecimentos onde comer: casa, restaurante, lanchonete, universidade, cafeteria, vocabulário referente a alimentos: no café da manhã, lanche, almoço e jantar, vocabulário referente a convites para comer fora, vocabulário referente utensílios para compor a mesa, vocabulário referente a quantidades: um pouquinho, um pedacinho, uma porção, um sanduichão...

Conteúdo gramatical

verbos: tomar, comer/tomar, almoçar, lanchar, jantar, estar (com fome, sede...), aumentativo e diminutivo básicos (-inho, -zinho, -ão, -ona), Pretérito Perfeito Composto, Particípios regulares e principais participios irregulares, Acentuação básica: tipos de acentos e que som eles indicam

Fonética

Contraste: [ʃ] [ʒ] - ortografia "j, g, x, ch, ortografia "b, v

SESSION 9 (LIVE ONLINE)

Unidade 2: Alimentação

Conteúdo comunicativo

Falar sobre alimentação e hábitos alimentares no dia a dia, no restaurante e na lanchonete

Conteúdo lexical (vocabulário)

Vocabulário referente a refeições: café da manhã, almoço, lanche, jantar, vocabulário referente a estabelecimentos onde comer: casa, restaurante, lanchonete, universidade, cafeteria, vocabulário referente a alimentos: no café da manhã, lanche, almoço e jantar, vocabulário referente a convites para comer fora, vocabulário referente utensílios para compor a mesa, vocabulário referente a quantidades: um pouquinho, um pedacinho, uma porção, um sanduichão...

Conteúdo gramatical

verbos: tomar, comer/tomar, almoçar, lanchar, jantar, estar (com fome, sede...), aumentativo e diminutivo básicos (-inho, -zinho, -ão, -ona), Pretérito Perfeito Composto, Particípios regulares e principais participios irregulares, Acentuação básica: tipos de acentos e que som eles indicam

Fonética

Contraste: [ʃ] [ʒ] - ortografia “j, g, x, ch, ortografia “b, v

SESSION 10 (LIVE ONLINE)

QUIZ

Unidade 2: Alimentação

Conteúdo comunicativo

Falar sobre alimentação e hábitos alimentares no dia a dia, no restaurante e na lanchonete

Conteúdo lexical (vocabulário)

Vocabulário referente a refeições: café da manhã, almoço, lanche, jantar, vocabulário referente a estabelecimentos onde comer: casa, restaurante, lanchonete, universidade, cafeteria, vocabulário referente a alimentos: no café da manhã, lanche, almoço e jantar, vocabulário referente a convites para comer fora, vocabulário referente utensílios para compor a mesa, vocabulário referente a quantidades: um pouquinho, um pedacinho, uma porção, um sanduichão...

Conteúdo gramatical

verbos: tomar, comer/tomar, almoçar, lanchar, jantar, estar (com fome, sede...), aumentativo e diminutivo básicos (-inho, -zinho, -ão, -ona), Pretérito Perfeito Composto, Particípios regulares e principais particípios irregulares, Acentuação básica: tipos de acentos e que som eles indicam

Fonética

Contraste: [ʃ] [ʒ] - ortografia “j, g, x, ch, ortografia “b, v

SESSION 11 (LIVE ONLINE)

Unidade 3: Infância

Conteúdo comunicativo

Falar da infância, falar sobre brincadeiras e brinquedos, falar de cores

Conteúdo lexical (vocabulário)

Vocabulário referente à infância: povoado, cidadezinha..., vocabulário referente a brinquedos e brincadeiras, vocabulário referente a cores, locuções prepositivas de lugar

Conteúdo gramatical

Pretérito Imperfeito do Indicativo - verbos regulares e irregulares (ser, ter e vir), conjunções (2): quando e enquanto, verbos referentes a diversão: brincar, jogar, pular, gênero: a cor

Fonética

Reforço e ampliação dos aspectos fonético-fonológicos estudados nas unidades anteriores.

SESSION 12 (LIVE ONLINE)

Unidade 3: Infância

Conteúdo comunicativo

Falar da infância, falar sobre brincadeiras e brinquedos, falar de cores

Conteúdo lexical (vocabulário)

Vocabulário referente à infância: povoado, cidadezinha..., vocabulário referente a brinquedos e brincadeiras, vocabulário referente a cores, locuções prepositivas de lugar

Conteúdo gramatical

Pretérito Imperfeito do Indicativo - verbos regulares e irregulares (ser, ter e vir), conjunções (2): quando e enquanto, verbos referentes a diversão: brincar, jogar, pular, gênero: a cor

Fonética

Reforço e ampliação dos aspectos fonético-fonológicos estudados nas unidades anteriores.

SESSION 13 (LIVE ONLINE)

Unidade 3: Infância

Conteúdo comunicativo

Falar da infância, falar sobre brincadeiras e brinquedos, falar de cores

Conteúdo lexical (vocabulário)

Vocabulário referente à infância: povoado, cidadezinha..., vocabulário referente a brinquedos e brincadeiras, vocabulário referente a cores, locuções prepositivas de lugar

Conteúdo gramatical

Pretérito Imperfeito do Indicativo - verbos regulares e irregulares (ser, ter e vir), conjunções (2): quando e enquanto, verbos referentes a diversão: brincar, jogar, pular, gênero: a cor

Fonética

Reforço e ampliação dos aspectos fonético-fonológicos estudados nas unidades anteriores.

SESSION 14 (LIVE ONLINE)

REVISÃO FINAL

Unidade 3: Infância

Conteúdo comunicativo

Falar da infância, falar sobre brincadeiras e brinquedos, falar de cores

Conteúdo lexical (vocabulário)

Vocabulário referente à infância: povoado, cidadezinha..., vocabulário referente a brinquedos e brincadeiras, vocabulário referente a cores, locuções prepositivas de lugar

Conteúdo gramatical

Pretérito Imperfeito do Indicativo - verbos regulares e irregulares (ser, ter e vir), conjunções (2): Quando e Enquanto, verbos referentes a diversão: brincar, jogar, pular, gênero: a cor

Fonética

Reforço e ampliação dos aspectos fonético-fonológicos estudados nas unidades anteriores.

SESSION 15 (LIVE IN-PERSON)

FINAL EXAM – MATÉRIA: UNIDADES 1, 2 e 3 (1º semestre) e UNIDADES 1, 2 e 3 (2º semestre)

FINAL EXAM will take place on **Session 15** (all language exams are taken via Blackboard in the scheduled classroom on campus, in a live-in person session). Date of the final exam: **Thursday, March 20th**

Failure to attend will result in an evaluation grade of zero.

EVALUATION CRITERIA

Language courses are designed to favor both a practical learning experience and use of the target language. The student's timely completion of both pre-activities and post-activities, as well as the autonomous work assigned by the professor, are essential to attain the course's objectives.

FINAL EVALUATION - The date and location of the Final Exam is set and published in advance and CANNOT be changed. Any student that cannot attend on the date and time set must follow the IEU Academic Rules protocol available through the Campus Online Platform otherwise they will receive a zero grade for this evaluation. Any requests to be excused from the final evaluation for non-emergency reasons must be done through a General Application Form (GAF), including relevant supporting documentation, to the Language Center by the 4th session of class.

In the event that a student is absent without an approved justification for the final exam on session 15, an absence will also be counted against them.

A student must have absences justified and approved if beyond the 20% permitted limit before the date of the final exam or he/she will be denied access to the final evaluation.

criteria	percentage	Learning Objectives	Comments
Active Class Participation	20 %		PARTICIPATION - Encourage all the time "connected" with the classroom
Session Work	10 %		SESSION WORK - Practical work in class to fix the contents
Homeworks	15 %		HOMEWORKS - Individual work to practice what has been learned in class and remove doubts
Autonomous work (digital platform)	15 %		AUTONOMOUS WORK (DIGITAL PLATFORM) - Autonomous dynamic and digital work to fix the linguistic structures
Quiz	10 %		QUIZ - Test to evaluate the student's progress and ability to comprehend and produce written discourse
Final Exam	30 %		FINAL EXAM - Test that will measure everything learned in class, grammatical structures, vocabulary, communication strategies and comprehension of oral speech ORAL EXAM - a Zoom interview - outside of class time. The written exam represents 60% and the oral exam 40% of the final exam grade

RE-SIT / RE-TAKE POLICY

Extraordinary Evaluations

The extraordinary evaluation in **June** will be subject to the following rules:

Students who fail the course will have the opportunity to be re-evaluated in June (unless failure was due to excessive absences, in which case the student loses the right to sit both the regular exam and the extraordinary exam). In subsequent evaluations students who failed due to lack of attendance will be reevaluated in the same manner.

The date and location of the extraordinary evaluation in **June** will be set and published in advance and CANNOT be changed.

The evaluation will allow the student the opportunity to improve the most deficient portions of their grade in order to thus pass the course. This may consist of taking an exam or being required to turn in assignments or other evaluations that were not submitted or earned unsatisfactory grades. If assignments must be turned in, the student may either mail them by certified mail by the established deadline or turn them in person on the set date as arranged with the professor. Once grades are posted, the professor will advise students who failed how to proceed regarding the extraordinary evaluation. The extraordinary evaluation grade (either exam or assignments) will replace the corresponding deficient portion of the final grade, taking into account that the highest grade a student may earn on any of the extraordinary evaluations is 8.0.

BIBLIOGRAPHY

Compulsory

- Cibelle Nascimento Barbosa & Giselle Nunes de Castro. *Brasil Intercultural - Língua e cultura brasileira para estrangeiros - Ciclo básico (seleção)*. Autor. Casa do Brasil - Buenos Aires. ISBN 9789874596826 (Printed)

Wait until the first day of class for book purchase instructions

SUPPORTING MATERIAL

APOSTILA NÍVEL BÁSICO (own material). Authors: Portuguese teachers IE University. The PDF material will be made available on the first day of class.

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.