

## 1. BASIC INFORMATION

Course	Idioma Moderno: Spanish
Degree program	Dentistry
School	Faculty of Health Science
Year	First
ECTS	6
Credit type	Basic
Languages	Spanish
Delivery mode	On campus
Semester	2
Academic year	25/26
Coordinating professor	Vanessa Pérez <a href="mailto:vanessa.perez@universidadeuropea.es">vanessa.perez@universidadeuropea.es</a>

## 2. PRESENTATION

This course focuses on the acquisition of communicative competence in Spanish. Therefore, we will work on discursive, grammatical, sociolinguistic and strategic subcompetence with an action-oriented approach based on a notional-functional learning system. From the perspective of the Common European Framework of Reference for Foreign Languages, and the descriptors of the independent user level (B1), the sessions will be organized around improving the learner's reading and writing skills and listening and speaking skills. To develop these skills and contribute to an overall improvement in communication skills, emphasis is placed on understanding a solid grammatical and lexical base. As a subject that covers content and teaching of Spanish for health, Sustainable Development Goal 3 (Good Health and Well-being) of the United Nations 2030 Agenda for Sustainable Development constitutes an important part of the subject.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### General competencies:

- CG11 - Ability to understand the basic biomedical sciences on which dentistry is based to ensure proper oral and dental care.
- CG18 - Knowledge to critically evaluate and know how to use clinical and biomedical information sources to obtain, organize, interpret and communicate scientific and health information.
- CG19 - Knowledge of the scientific method and critical ability to evaluate established knowledge and new information. Being able to formulate hypotheses, collect and critically evaluate information for problem solving, following the scientific method.
- CG3 - Ability to identify patient concerns and expectations, as well as to communicate effectively and clearly, both orally and in writing, with patients, family members, the media and other professionals.
- CG4 - Understand and recognize the social and psychological aspects relevant to the treatment of patients.

- CG6 - Understand the importance of developing a professional practice with respect for patient autonomy, beliefs and culture.
- CB1 - That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study..
- CB4 - That students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.
- CB5 - That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

**Transversal competencies:**

- CT1 - Responsibility: That the student is able to assume the consequences of the actions he/she performs and answer for his/her own actions.
- CT10 - Innovation-Creativity: That the student is able to devise new and different solutions to problems that add value to problems that arise.
- CT2: Self-confidence: That the student is able to act with confidence and with sufficient motivation to achieve their goals.
- CT3: Awareness of ethical values: The student's ability to feel, judge, argue and act in accordance with moral values in a coherent, persistent and autonomous manner.
- CT6 - Flexibility: The student should be able to adapt and work in different and varied situations and with different people. It involves valuing and understanding different positions, adapting their own approach as the situation requires.
- CT9 - Planning: That the student is able to effectively determine their goals and priorities defining the actions, deadlines, and optimal resources required to achieve these goals.

**Specific competencies:**

- CE10 - Know the behavioral and communication sciences that facilitate dental practice.

**Learning outcomes:**

- RA1: Comprehension of oral communication in Spanish of topics of general interest and/or related to technical studies.
- RA2: Comprehension of written texts and reports in Spanish on topics of general and/or technical interest, i.e. articles, descriptive brochures, manuals, process descriptions.
- RA3: Presentation and oral argumentation of different topics.
- RA4: Writing reports and texts on different topics.
- RA5: Making multimedia presentations in Spanish.

The table below shows the relationship between the competencies developed in the course and the learning outcomes pursued:

Competencies	Learning outcomes
CG18, CG19, CG3, CB1, CE10	RA1
CG11, CG18, CG3, CB1, CB5, CE10	RA2

CG18, CG19, CG3, CB4, CT10, CT2, CT3, CT6, CE10	RA3
CG18, CG3, CB4, CT9, CE10	RA4
CG19, CB4, CB5, CT10, CT2, CT6	RA5

## 4. CONTENTS

- Vocabulary related to topics of general interest or current affairs and specific to the area of study.
- Grammatical and communicative structures in Spanish.
- Listening to materials related to topics of general interest and/or the area of study.
- Keys to a good multimedia presentation in Spanish.
- Oral and written communication in Spanish.

**Note:** The structure of the course may undergo some modifications due to the progress of the students. Students will be informed of changes made in advance.

As mentioned above, in terms of the Sustainable Development Goals, the SDG number (Health and Wellness) of the United Nations Agenda 2030 for Sustainable Development will be present in the contents of this subject. As future professionals in the health field, ensuring healthy living and promoting wellness at all ages among their patients will be the students' contribution to sustainable development.

## 5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies to be applied:

- Problem-based learning
- Project-based learning

## 6. LEARNING ACTIVITIES

Next, the types of training activities to be carried out and the student's dedication in hours to each of them are identified:

### Campus-based mode:

Learning activities	Number of hours
Tutorials	18 h
Masterclass	25 h
Classes	12 h
Portfolio	13 h
Group work	15 h
Presentations	5 h
Debates	15 h

Study and autonomous work	45 h
Knowledge test on-site	2 h
<b>TOTAL</b>	<b>150 h</b>

## 7. ASSESSMENT

The following is a list of the evaluation systems, as well as their weight in the total grade of the course:  
In the Virtual Campus, when you access the course, you will be able to consult in detail the evaluation activities to be performed, as well as the due dates and evaluation procedures for each of them.

**REGARDING ATTENDANCE, THIS COURSE IS 100% PRACTICAL AND, THEREFORE, 100% OF THE CLASSES ARE IN FACE-TO-FACE FORMAT (IN CLASS).** In the case of virtual sessions for any particular reason, the virtual presence of the student previously accredited by the University will be considered attendance if the student participates during the entire session and attends from the beginning to the end of it.

### 7.1. First assessment period

Assessment system	Weight
Knowledge tests: - Written test (30%) - Oral test (20%)	50%
Debates: - "Role play" (x1) - (10%)	10%
Projects: - Oral presentation (x1) - (15%) - Written work (x2) - (Task 1: Glossary – 10% / Task 2: Cover letter – 15%) (Total: 25%)	40%

In order to pass the course in the first assessment period, it is necessary to obtain a grade higher or equal to 5 out of 10 in the final grade (weighted average) of the course. In addition, the following requirements must be met:

- To have obtained, at least, **a 5 (out of 10) in the average grade of the written and listening knowledge test (30 %).**
- To have obtained, at least, **a 5 (out of 10) in the oral test (20%).**

Since our university requires a **minimum attendance of 70% of the sessions**, this circumstance will be an indispensable requirement for passing the course. If students do not comply with the required attendance percentage, they will be able to attend the final exams, but they will not be corrected. The grade obtained in their academic record will be NP (not presented). Exam sessions are not considered as attendance.

This is a continuous evaluation. The 100% of the grade is obtained by averaging the participation, all the work handed in, as well as the tests taken throughout the course, as long as the established requirements are met.

## 7.2. Second assessment period

Sistema de evaluación	Peso
Knowledge tests: - Written test (30%) - Oral test (20%)	50%
Projects: - Oral presentation (x1) - (15%) - Written work (x2) - (Task 1: Glossary – 15% / Task 2: Cover letter – 20%) (Total: 35%)	50%

In order to pass the course in the second assessment period, it is necessary to obtain a grade higher or equal to 5 out of 10 in the final grade (weighted average) of the course. In addition, the following requirements must be met:

- To have obtained, at least, **a 5 (out of 10) in the average grade of the written and listening knowledge test (30 %).**
- To have obtained, at least, **a 5 (out of 10) in the oral test (20%).**

Students must take the tests or hand in the activities not passed in the ordinary exam, after having received the corresponding corrections from the teacher, or those that were not handed in. The 100% of the grade is obtained by averaging the participation, all the work handed in, as well as the tests taken throughout the course, as long as the established requirements are met.

## 8. SCHEDULE

In this section you will find the chronogram with dates for the delivery of evaluable activities of the course:

Assessable activities	Deadline
Theoretical-practical knowledge test (written and oral)	Official examination period (May/June 2026)
Written exercises (x2)	Cover letter: week 6 Glossary: Week 15
Oral presentation (x1)	Week 12
“Role play” in pairs (x1)	Week 9

This schedule may be subject to modifications due to logistical reasons. Any modification will be notified to the student in due time and form.

## 9. BIBLIOGRAPHY

The main reference work for this subject is this Coursebook: (students must obtain this coursebook to be able to complete the course):

- ELExprés (2023): Curso intensivo A1, A2, B1. Madrid: SGEL.

The recommended Bibliography is:

- ALONSO RAYA, Rosario et al.: *Gramática básica del estudiante de español*. Barcelona: Difusión, 2011.
- ENCINAR, Ángeles: *Uso interactivo del vocabulario*. Madrid: Edelsa, 2001.
- CASTRO, Francisca: *Uso de la gramática española: intermedio*. Madrid: Edelsa, 2010.
- GÓMEZ TORREGO, Leonardo: *Gramática didáctica del español*. Madrid: SM, 2010.
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- GONZÁLEZ HERMOSO, A., J. R. CUENOT y M. SÁNCHEZ ALFARO: *Gramática de español lengua extranjera: curso práctico, normas, recursos para la comunicación*. Madrid: Edelsa, 2009.
- JACOBI, Claudia, Enrique MELONE y Lorena MENÓN: *Gramática en contexto: Curso de gramática para comunicar*. Madrid: Edelsa, 2011.
- MATTE BON, Francisco: *Gramática comunicativa del español*. Madrid: Didascalía, 1995.
- MORENO GARCÍA, Concha y Martina TUTS: *Curso de perfeccionamiento: hablar, escribir y pensar en español*. Madrid: SGEL, 2002.
- MORENO GARCÍA, Concha: *Curso superior de español*. Madrid, SGEL, 2000.
- REAL ACADEMIA ESPAÑOLA: *Gramática básica de la lengua española*. Madrid: Espasa, 2011.
- REAL ACADEMIA ESPAÑOLA: *Ortografía básica de la lengua española*. Madrid: Espasa, 2012.
- ROMERO DUEÑAS, C. y A. GONZÁLEZ HERMOSO: *Gramática del español lengua extranjera*. Madrid: Edelsa, 2011.

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

The Educational Guidance, Diversity and Inclusion Unit, offers support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility in the different campuses of the university and equal opportunities.

This unit offers students:

1. Accompaniment and monitoring by mean of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, in terms of methodology and assessment, for those students with specific educational support needs, thereby pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop different competences that will enrich their personal and professional development.
4. Vocational guidance through the provision of tools and counselling for students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students who need educational support can write to us at: [orientacioneducativa.uev@universidadeuropea.es](mailto:orientacioneducativa.uev@universidadeuropea.es) at the beginning of each semester.