Course title: Spanish Language, Advanced I
Course code: SPAN 3001 MVCR
Programs offering course: Tropical Ecology and Conservation
Language of instruction: Spanish
U.S. semester credits: 3
Contact hours: 45
Term: Spring 2020

Course Description

Advanced Spanish Language I is designed for students who demonstrate mastery of intermediate-level vocabulary and grammar in conversational Spanish and who show a capacity for excelling at advanced levels. The primary goal is help the student acquire communication skills that will permit the student to carry on spontaneous and fluid conversations with native Spanish speakers centered on topics and concepts of advanced complexity in diverse contexts.

The course seeks to develop conversational language skills through focused tasks, lessons on the use of grammatical structures, exercises for reading and listening comprehension, a great deal of interaction and conversation, and activities that are engaging and interactive. Lessons and activities may be conducted inside or outside the classroom, and can include interviews, dramatizing real or imaginary situations, and exploring language and culture through different media, such as newspapers, literature, cinema, music, and legends. Homework assignments include exercises from the Costa Rican-authored novel Única Mirando al Mar, the CPI workbook (Tareas #3), or internet research, for instance, to prepare oral presentations.

Learning Objectives

By completing this course, students will:

1. have an enhanced understanding and improved use of Spanish grammar acquired in previous experiences with Spanish (e.g., SPAN 2003 MTVE)
2. have improved use of the Spanish vocabulary as well as Costa Rican expressions (Costarriqueñismos) acquired in previous experiences with Spanish (e.g., SPAN 2003 MTVE)

The student will also acquire:

1. an enhanced understanding and improved use of grammatical content, including: copulae (linking verbs); simple present in conjunctive mode; simple present in subjunctive mode; progressive of the subjunctive mode; imperfect in subjunctive mode: si and como si; past perfect in subjunctive mode; uses of ya, todavía, aún y todavía no; uses of se; uses of desde and desde hace; exclusive reflexive verbs; periphrasis with infinitive, participle, and gerund; verbs of change or becoming; verbs of desire; verbs of emotion; the verbs llevar, hacer; gerunds and infinitives; infinitives as nouns; concluding sentences {para que, a fin de que, con tal de que}; temporary sentences (cuando, después de que, tan pronto como); adjectives that change meaning according to their position; lo + adjective; indefinite antecedents (un, una, cualquiera).

2. an expanded vocabulary, including words and phrases related to: seasoning, spices, and other condiments, demonyms, languages, Costa Rican scholarship system, level of schooling, universities, dormitories, faculties, majors, nouns derived from verbs, body parts, diseases, expressions of age

Upon completion of this course, the student will also have the foundation to:

1. describe common actions in a country or by a group or an individual during a given period.
2. warn against an action, and warn about dangers, diseases, and future uncertainty.
3. express moods, judgments, fear, worry, or tastes.
4. ask about the rules or norms of a place, in the past or present.
5. make proposals or suggestions for a future routine.
6. recount the specific events and overall storyline of the Costa Rican-authored novel, Única Mirando al Mar

Course Prerequisites

None. Each student is placed into a particular level depending on his/her linguistic skills, as assessed in an initial placement exam.
Methods of Instruction

The method used is based on ACTFL (American Council on the Teaching of Foreign Languages) and MCER (Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza y evaluación).

Content is imparted through conversations, songs, readings, stories, and poetry, adapted to the level. In addition, students play Spanish-language board games, make oral presentations, write essays, and have dialogues and conduct interviews with locals in and out of the classroom. In addition, they are assigned daily homework from their novel and workbook.

Assessment and Final Grade

1. Preparation 5%
2. Participation 10%
3. Oral presentation 5%
4. Quizzes 20%
5. Reading comprehension 10%
6. Homework 20%
7. Final exam 30%
TOTAL 100%

Course Requirements

Preparation

This refers to having materials and the attitude necessary to begin classwork in the classroom on time. It includes having homework ready for submission on the due date.

Participation

Participation means attending class, paying attention, voluntarily providing answers, not speaking out of turn, working actively in group dynamics or teams, avoiding your native language, interacting with people, being focused and engaged in class, and keeping a positive attitude.
Oral presentation

This refers to a 15-20 minute verbal presentation that the student makes in front of the instructor and classmates on a theme that the student chooses.

Quizzes

During the semester there will be four quizzes covering vocabulary and grammar, and will include simple essays.

Reading comprehension

During the course students will read various texts, and reading comprehension will be assessed with four quizzes.

Homework

There will be daily assignments from the workbook that must be completed for the next class. Incomplete or late homework will result in the loss of points.

Final exam

This is a comprehensive exam in a varied format: multiple choice, sentence completion, short answer, associations, reading comprehension and listening comprehension. It will cover all material covered in class and from homework assignments.

Attendance

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they
were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences for classes will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
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<tbody>
<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>Participation graded as per class requirements, 3% grade penalty &amp; written warning</td>
</tr>
<tr>
<td>More than 20%</td>
<td>Automatic course failure, and possible expulsion</td>
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</tbody>
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N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

Weekly Schedule

Week 1
Class 1.1

Program Orientation; Students on Field Trip #1 (no Spanish classes)

Week 2
Class 2.1


Vocabulary: Greetings and presentations; numbers; months; colors; family; adverbs; clothes, personal objects, antonyms, professions, physical and emotional characteristics, weather and climate

Reading comprehension: “Amor por correspondencia”. “Carta a Dios”.

Activity: Oral presentation. Introduce yourself and others. Ask for and give personal information. Say farewells. Contrast how someone was in the past and present. Describe situations in the past. Present someone with detailed information. Describe spaces with their respective qualities. Comment on and judge the behavior or attitude of a person. Warn against an action and express an opinion. Express moods. Show anger or make complaints about something or someone. Express judgments. Express fear, worry or tastes.

Assignments and exams: Oral interview. Placement test No. 1.

Week 3
Class 3.1

Vocabulary: Institutions, countries, languages, demonyms, means of transportation, media, politics, animals, travel, fruit and vegetables, ordinal numbers, illnesses and hospitals, weights and measures, seasoning, spices and other condiments

Reading comprehension: “Herencias familiares”

Listening comprehension: “Medio ambiente”.

Cultural note: Se le rayó el disco. Qué chichón. Vinear//Binear. Ir soplado

Activity: Ask about rules or norms of a place. Describe common actions in a country during a given period. Talk about a country's past and its present. Compare the present and the past of the socio-political and educational situation in Costa Rica. Contrast tenses in a conversation or formal writing. Suggest a routine. Warn about dangers and diseases. Video: “Un día de estos”.

Assignments and exams: Quiz No. 1

Week 4
Class 4.1

Students on field trip #2: No Spanish classes

Assignments and exams: Read Única Mirando al Mar

Week 5
Class 5.1

Students on field trip #2: No Spanish classes
Assignments and exams: Read Única Mirando al Mar

Week 6
Class 6.1

Grammar: Verbs of change or becoming. Simple present in subjunctive mode (concluding sentences: para que, a fin de que, con tal de que). Temporary sentences (cuando, después de que, tan pronto como)

Vocabulary: Professions, expressions of time

Reading comprehension: “Chivo expiatorio”.

Activity: Ask something as a situation consequence. Talk about future and unsafe situations. Express and ask about future plans.


Week 7
Class 7.1

Grammar: Verbs of change or becoming. Simple present in subjunctive mode (concluding sentences: para que, a fin de que, con tal de que). Temporary sentences (cuando, después de que, tan pronto como)

Vocabulary: Professions, expressions of time

Reading comprehension: “Chivo expiatorio”.

Activity: Ask something as a situation consequence. Talk about future and unsafe situations. Express and ask about future plans.


Week 8
Class 8.1

Grammar: Verbs of change or becoming. Simple present in subjunctive mode (concluding sentences: para que, a fin de que, con tal de que). Temporary sentences (cuando, después de que, tan pronto como)

Vocabulary: Professions, expressions of time

Reading comprehension: “Chivo expiatorio”.

Activity: Ask something as a situation consequence. Talk about future and unsafe situations. Express and ask about future plans.

Grammar: Adjectives that change meaning according to their position.

Vocabulary: Antonyms, nouns derived from verbs, common adjectives, expressions of age

Reading comprehension: “Cuento y biografía de Abel Pacheco”. “Una gran carcajada”

Activity: Talk about professional life (merits and beneficial aspects). Discuss similarities and differences of people, places, and things. Emphasize and enhance qualities of a person, place, or thing.

Assignments and exams: Quiz No. 2.

Week 9
Class 9.1

Grammar: Different uses of the same adjective. Progressive of the subjunctive mode. Verbs of desire and antecedents indefinidos (un, una, cualquiera).

Vocabulary: Sports, expressions of time, parts of a house

Cultural note: Parece nuevo. ¡Qué cáscara!. ¿Al chile?

Activity: Express preferences, rivalry or continuity. Express desire or need. Narrate past events. Video: “Por so no tienes novio”.

Assignments and exams: Reading comprehension No. 3 (CPI Tareas # 3, pp. 59-84).

Week 10
Class 10.1

Vocabulary: Body parts, professions, nouns from verbs, adverbs, countries, languages.

Reading comprehension: “El abuelo”.


Assignments and exams: None.

Week 11
Class 11.1.

Students on field trip #3: No Spanish classes

Assignments and exams: Read Única Mirando al Mar

Week 12
Class 12.1.

Students on field trip #3: No Spanish classes

Assignments and exams: Read Única Mirando al Mar

Week 13
Class 13.1.


Vocabulary: Expressions to greet people, antonyms, physical and emotional characteristics.
Cultural note: Ser una mosquita muerta. ¡Puros dieces! Es un queque. ¿No quería pollo? Para muestra, un botón. Como uña y mugre. A ponerse las pilas.

Activity: Greet someone and make a dialogue. Transmit a request, order or direction and ask for messages. Express discomfort, complaints, or despair at a situation. Write a letter to someone. Story: “La ventana”. Song: “Contramarea”

Assignments and exams: Quiz No. 3. Essay No. 2.

Week 14
Class 14.1

Grammar: Periphrasis with infinitive, participle, and gerund. Pluperfect of subjunctive mode: si + pluperfect subjunctive + simple or compound conditional.

Vocabulary: Seasons and climate, animals, diseases

Reading comprehension: “Naturaleza vil”

Activity: Speculate about what might happen. Talk about climate change (causes and consequences). Make proposals or suggestions. Review.

Assignments and exams: Reading comprehension No. 4 (CPI Tareas #3, pp. 85-109). Quiz No. 4.

Week 15
Class 15.1

Assignments and exams: Final Exam

Course Materials
Readings

Textbook - workbook:
CPI Tareas # 3 is a collection of exercises, verbs, vocabulary, readings, and other printed materials.

Reference materials

• RAE y Asociación de Academias de la lengua española (2005). Diccionario panhispánico de dudas, Bogotá: Santillana Ediciones Generales, S.L.