Intermediate Spanish Language II is designed for students who demonstrate mastery of basic vocabulary and grammar in conversational Spanish and who show a capacity for excelling at intermediate-level material. The primary goal is helping the student acquire communication skills that will permit the student to carry on conversations with native Spanish speakers, and especially with their homestay families, centered on topics and concepts of moderate complexity. 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 La Loca de Gandoca, the CPI workbook (Tareas #2), 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 2001 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 2001 MTVE)
The student will also acquire

1. an enhanced understanding and improved use of grammatical content, including, including: simple future and future progressive tenses; simple and complex conditional tenses; past perfect tense; past progressive tense; pluperfect tense; present tense in subjunctive mode; imperfect tense in subjunctive mode; participles; gerunds; the passive voice; prepositions and verbs with prepositions; direct and indirect objects, alone and together and with the imperative mood; comparisons; demonstrative pronouns; the pronoun tú.

2. an expanded vocabulary, including words and phrases related to more complex farewells, traditional games, types of work, decoration, hygiene, furniture, the Costa Rican education system, apologies, permissions, refusals, cardinal directions, adverbs of place, literature, architecture, science and technology, terms of politeness, false cognates, political parties, economy, public services, news, medicine, the government, social security

Additionally, following the completion of the course, the student will

1. better understand the content of print materials aimed at the Costa Rican public (e.g., advertisements, newspapers, flyers)
2. communicate better his or her own biography, or relate events that occurred in the past to him/her or family members
3. be better able to give orders as well as interpret orders given by others
4. make better use of irregular verbs in all tenses
5. engage more fully in oral presentations both as a listener and presenter
6. be able to express opinions on the novel, La Loca de Gandoca

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. Participation 15%
2. Oral presentation 5%
3. Quizzes 20%
4. Reading comprehension of the book (quizzes) 10%
5. Homework 20%
6. Final exam 30%
TOTAL 100%

Course Requirements

Participation

Participation means 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

Reading comprehension of the book (quizzes)

During the course students will read the novel La Loca de Gandoca, 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 (but not the novel).

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>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

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
Grammar: Simple past versus imperfect tense. Gender and concordance. Adjectives and demonstrative pronouns. Ser y estar; and tener, hacer and haber.

Vocabulary: Greetings and more complex farewells, traditional games, types of work, education, physical characteristics, decoration, personal items, adjectives, antonyms, natural phenomena, objects in the house, last names and their order.

Cultural note: No tener ni un cinco. Por si las moscas. ¡Qué vacilón! ¡Al chile!. Agüevado. La choza. Hablar paja.

Reading comprehension: “Erasmo el encantado”, “Cómo cambian los tiempos”, “La pega o empacho”.

Listening comprehension: Quiero abrazarte tanto.

Activity: Introduce yourself and someone else. Give and ask for information. Describe past situations and experiences. Express an action occurred in a determined unit of time. Characterize objects, people and animals. Detail physical traits. Highlight a few things among several things. Locate an item spatially or temporally. Describe yourself and others. Describe objects, animals, and weather. Discuss similarities and make comparisons.

Assignments and exams: Oral interview, placement test No. 1.

Week 3
Class 3.1

Grammar: Reflexive verbs. Prepositions and verbs with prepositions. Por and para.

Vocabulary: Body parts, hygiene, personal objects, products, cookware, address, adverbs, furniture, Costa Rican education, apologies, permissions, refusals.
Listening comprehension: cultura/Costa Rica es

Activity: Talk about your daily routine. Express prohibitions and permissions. Apologize for events that occurred. Express impersonality. Comment on something or someone. Recognize and apply the meaning expressions. Express term of actions.

Assignments and exams: Quiz No. 1. Reading comprehension No. 1 (CPI Tareas # 2, pp. 11-34).

Week 4
Class 4.1

Students on field trip #2: No Spanish classes

Assignments and exams: Read La Loca de Gandoca

Week 5
Class 5.1

Students on field trip #1: No Spanish classes

Assignments and exams: Read La Loca de Gandoca

Week 6
Class 6.1

Grammar: Comparisons.

Vocabulary: Adjectives, antonyms, family, personal objects.

Activity: Ask detailed descriptions of the apparel of yourself and others. Make comparisons of things, animals, people, and skills.

Assignments and exams: Placement test No. 2. Reading comprehension (CPI Tareas # 2, pp. 35-56).

Week 7
Class 7.1

Grammar: Imperative mood. The pronoun tú.

Vocabulary: Food, weights and measures, cardinal directions, numbers, adverbs of place, Costa Rican dishes (gallo pinto, casado, rice and beans)

Reading comprehension: ¿Eres tico o sos tico?

Activity: Ask for form processing and propose familiarity with tuteo. Make rules, write a recipe, make a prescription

Assignments and exams: Oral presentation

Week 8
Class 8.1

Grammar: Direct and indirect objects, alone and together, and with the imperative mood

Vocabulary: Sports, fun, cinema, types of music and literature, traditional games

Reading comprehension: “Cultura/corridas a la tica”


Assignments and exams: Quiz No. 2.

Class 8.1

Students on field trip #3: No Spanish classes

Assignments and exams: Read La Loca de Gandoca
Week 9
Class 9.1


Vocabulary: Literature, architecture


Activity: Description of things, people, animals and states. Describe common actions in the past, present and future. Give a detail or curiosity. Assume further action.

Assignments and exams: Reading comprehension No. 3 (CPI Tareas #2, pp. 57-80).

Week 10
Class 10.1


Vocabulary: Technology, professions, relatives, jobs, social guarantees, illnesses, terms showing politeness

Reading comprehension: “El hombre en el espacio”


Assignments and exams: None.

Week 11
Class 11.1

Students on field trip #3: No Spanish classes
Assignments and exams: Read La Loca de Gandoca

Week 12
Class 12.1.

Students on field trip #3: No Spanish classes

Assignments and exams: Read La Loca de Gandoca

Week 13
Class 13.1.


Vocabulary: False cognates, political parties, economy, education, public services, news, technology, events, medicine, family, natural resources, the government, social security

Reading comprehension: “Tu carta”. “Biografía de Franklin Chang y de Jorge Jiménez”.


Activity: Describe or recall past situations. Express knowledge, certainty, and evidence. Narrate activities that are ongoing. Talk about past events prior to other past events. Report news events. Express feelings and preferences in the present tense. Express the purpose or an idea. Song: “La guitarra”.

Assignments and exams: Quiz No. 3. Mini essay No. 2

Week 14
Class 14.1.

Grammar: Present tense in subjunctive mode (verbs of emotions and conjunctions).
Imperfect tense in subjunctive mode.

Vocabulary: Medicine, family relationships, education, natural resources

Reading comprehension: “Ahorro para la madurez”. “El espejo”

Cultural note: ¡Qué chiva! Llegar a la hora del bueno. ¡Qué majadería!

Activity: Express feelings and preferences in present tense. Express indifference, doubt, reservation, and encouragement. Express the purpose of an idea. Express wishes and preferences in the past. Express conditions and consequences. Express time and space.

Review.

Assignments and exams: Reading comprehension No. 4 (CPI Tareas # 2, pp. 81-105). Quiz No. 4.

Week 15
Class 15.1

Assignments and exams: Final Exam

Course Materials

Readings

Textbook and workbooks:

CPI Tareas # 2: 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.

