CIEE Monteverde, Costa Rica

Course title: Advanced Spanish Language III
Course code: SPAN 3003 MTVE
Programs offering course: Sustainability and the Environment
Language of instruction: Spanish
U.S. semester credits: 4
Contact hours: 60
Term: Spring 2020

Course Description

Advanced Spanish Language III 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 helping 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. Each class period has a theme around which lessons and activities are centered. 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 3002 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 3002 MTVE)

The student will also acquire

1. an enhanced understanding and improved use of grammatical content, including: indicative mode and subjunctive mode in temporary sentences; indicative mode and subjunctive mode in direct object substantive subordinate clauses with feelings in past and future, with verbs of will and influence; indicative mode and subjunctive mode in dependent clause with understanding; subjunctive mode in sentences with undefined background; casual sentences, consecutive sentences, and concessive sentences; interrogative clauses in indirect speech; combination of direct and indirect speech in the same story indirect speech: sentences concerning the present, future, and dual construction adjectives; idiomatic expressions with ser and estar; sentences with ser, estar, parecer + nouns, adjectives, adverbs + que; passive voice: ser as procedure and estar as result; difference between entre and haber; the augmentative form, diminutive form, and derogatory form; tú, usted and vos; imperative direct and indirect objects; adversative conjunctions; accentuation: oxytones, paroxytones, and proparoxytones.

2. an expanded vocabulary, including words and phrases related to: idiomatic expressions related with the human body and personalities, life stages, social structures, generations, power relationships, community, beliefs, attitudes, ethnic groups, heritage, income, social behavior, the workplace, careers, student residences, fellowships and funding, derogatory adjectives, flora and fauna, endangered animals, ecology, ecosystem, sustainable, deforestation, environmental quality, waste collection, recycling systems, biodegradable products, garbage collection, fresh water, childhood and adolescence, matriarchal and patriarchal systems

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

1. distinguish different connotations in colloquial Spanish.
2. talk about green (sustainable) practices in the past and present.
3. discuss how the Costa Rica society has changed over time in environmental attitudes, etc.
4. analyze the environmental, social, and historical significance 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. Attendance 5%
2. Preparation 5%
3. Participation 5%
4. Oral presentation 5%
5. Quizzes 20%
6. Reading comprehension of the book (quizzes) 10%
7. Homework 20%
8. Final exam 30%

TOTAL 100%

Course Requirements

Attendance

Attendance refers to being in the classroom on time. It is important to be punctual and show respect to the teacher and peers. If a student has not arrived within 10 minutes of the beginning of the class, s/he will be marked absent.
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 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 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:
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  
Theme: Our surroundings


Vocabulary: Adverbs of mode and time, collective nouns
Reading comprehension: Poem: “Autorretrato”

Cultural note: No entiendo ni papa. Suave, suave. ¡Pura vida! ¡Al chile!

Activity: Introductions. Narrate past events. Describe people, places, and things with emphasis on physical evaluations of character, tastes, interests, and ideas. Refer to and discuss Costa Rican culture and events. Video: “Caña dulce”. “Movistar”. “Mirá a tu alrededor”

Assignments and exams: Placement exam

Week 3
Class 3.1

Theme: Fresh news.

Grammar: Direct and indirect objects. Imperative mode. Adjectives that change meaning depending on opinion. Different uses for the same adjective.

Vocabulary: Costa Rican newspapers, parts of the newspaper: letters, editorial, media, economy, environment, gastronomy, reports, interviews, advertisement, weather forecasts.

Reading comprehension: Cartas a la nación


Assignments and exams: Quiz No. 1. Reading comprehension No. 1 (CPI Tareas # 3, pp. 11-34).
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  .

Theme: Fresh news.
Grammar: Lo + adjective. Imperfect, present, future and conditional tense.
Vocabulary: Lodging, food, means of transportation, prices, addresses
Assignments and exams: Reading comprehension No. 2 (CPI Tareas # 3, pp. 35-58). Essay No. 1.

Week 7
Class  7.1  .

Theme: Costa Rican traditions.
Vocabulary: Family and general celebrations

Reading comprehension: Pica 'e leña.

Activity: Make descriptions over time. Describe a season or time when something happened. Locate events in time and space. Encourage a tour group to attend one of the video activities. Video: “Celebraciones religiosas (romería, pica 'e leña, fiestas de Esquipulas)”. “Carnavales de Limón”. “Independencia de Costa Rica”. “Anexión de Guanacaste”.

Assignments and exams: Oral presentation.

Week 8
Class  8.1

Theme: Costa Rican Traditions

Grammar: The infinitive as a noun.

Vocabulary: Means of transportation, media, sport, leisure and fun.

Reading comprehension: La pega o empacho.

Activity: Talk about past event to others. Describe cultural events in the past and future.

Assignments and exams: None.

Week 9
Class  9.1

Theme: Costa Rican traditions.


Vocabulary: General verbs, daily actions, demonstrative and possessive adjectives

Activity: Describe past facts and actions in progress.
Assignments and exams: Reading comprehension No. 3 (CPI Tareas #3, pp. 59-84).

Week 10
Class 10.1.

Theme: Working life.

Grammar: periphrasis with infinitive, participle and gerund (present, past perfect, past progressive and pluperfect tense).

Vocabulary: Expressions related with occupation, profession and temporary jobs, elements of a curriculum vitae.

Reading comprehension: “Pocas faldas”.

Activity: Plan, imagine or suppose doubtful or hypothetical situations. Describe or evoke past situations.

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.
Theme: Working life


Vocabulary: Professions and temporary jobs, writing a letter, occupations, elements for a curriculum vitae, adjectives, adverb from place and mode, social guarantees

Reading comprehension: “El Aguinaldo”.


Activity: Imagine or suppose hypothetical situations. Discuss and opine the advantages and disadvantages of professions. Write letters for job applications. Write a curriculum vitae. Make an advertisement/job/personal available. Express existence of things and people. Express continuity of fact. Gender debate (who work more and who less). Song: “La guitarra”.

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

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Week 14
Class 14.1

Theme: Language and culture

Grammar: Costarriqueñismos

Vocabulary: Costarriqueñismos and general modes

Activity: Interpret phrases and change them to your own language. Explain the mining of words through context. Video: “Publicidad de Al Dia. Gringo-pinto”

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

Course Materials

Readings

Textbook and workbooks:

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


Reference materials

• Lourdes M. y Neus S. (2003). ¿Eres tú, María? (1ªed.) Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas, S.L.
• RAE y Asociación de Academias de la lengua española (2005). Diccionario panhispánico de dudas, Bogotá: Santillana Ediciones Generales, S.L.