<table>
<thead>
<tr>
<th>Course title:</th>
<th>Beginning Spanish Language I</th>
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<tr>
<td>Course code:</td>
<td>SPAN 1001 MTVE</td>
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<tr>
<td>Programs offering course:</td>
<td>Sustainability and the Environment</td>
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<tr>
<td>Language of instruction:</td>
<td>Spanish</td>
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<tr>
<td>U.S. semester credits:</td>
<td>4</td>
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<tr>
<td>Contact hours:</td>
<td>60</td>
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<td>Term:</td>
<td>Fall 2020</td>
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**Course Description**

The Beginning Spanish Language I course is designed to provide a basic introduction to the Spanish language. The primary objective is to help students to acquire the communication skills needed to survive alongside native Spanish speakers including their Costa Rican homestay families. The purpose of the course is to develop language skills through focused tasks, reading and listening comprehension exercises, vocabulary practice, lessons on grammar, oral and written expression, and fun, interactive activities. The focus is on conversation, possibly involving other students in the class or local people; the instructor serves only as moderator. The program involves activities inside and outside the classroom such as doing interviews, dramatizing real or imaginary situations, and exploring culture through different media, such as newspapers, literature, cinema, music, and legends. Homework assignments include exercises from the textbook, preparing oral presentations, writing simple letters, and participating in community projects or activities.

**Learning Objectives**

By completing this course, students will:

1. be familiar with grammatical content including irregular verbs in present tense (o changes for ue; e changes for ie); irregular verbs in present tense (e changes for i); irregular verbs in past tense (Groups 1, 2, 3); gender and number with adjectives; imperfect past tense; commands; present progresive tense (estar + gerundio); estar + participio; ser and estar; tener, hacer and haber; the special
verb gustar; ir and ser; direct object pronouns and indirect object pronouns; prepositions por and para: adverbs that end in –mente; hace + que + expression.

2. possess vocabulary and phrases related to greetings, prices, kinship, cardinal numbers, months and days of the year, countries, people, domestic animals, food and beverages, sports, hobbies, entertainment, clothes, numbers, institutions, opposites words, weather, seasons, natural phenomena, parts of the house, personal objects, cookware, illnesses, expressions of time, transportation, media, means of transportation, expressions with adverbs (por, arriba, abajo, delante, atrás, un lado); false cognates

3. be familiar with select Costa Rican expressions (Costarriqueñismos)

Additionally, the student will have a foundation for:

1. giving and receiving simple information that satisfies immediate needs
2. using select verbs in the past, present, and future tenses
3. negotiating purchases in shops, markets, and restaurants
4. asking for and giving the time and giving and receiving information about schedules
5. making simple comparisons between people, places or things
6. expressing simple emotions, moods, preferences, or feelings
7. describing events and characters in the novel El Planeta Verde

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 textbook and workbook.
Assessment and Final Grade

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

Course Requirements

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 El planeta verde 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).

Participation

Participation refers to arriving on time and attending all classes, 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.

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:

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<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
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<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; <strong>written warning</strong></td>
</tr>
<tr>
<td>More than 20%</td>
<td>Automatic <strong>course failure</strong>, and possible expulsion</td>
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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: Program Orientation

**Week 2**
- Class:  


Vocabulary: Greetings, pronouns and simple expressions, expressions of time, nouns derived from verbs, fruits and vegetables, kinship, cardinal numbers, months and days of the week, expressions in past tense, parts of the house, numbers, places, countries, people, domestic animals, institutions, food.

Cultural note: No entiendo ni papa. ¡Suave, suave! ¡Pura vida! Estar en la luna. ¡al chile! ¡qué vacilón! Llegar a la hora del burro.

Reading comprehension: “Federico”, “Un trabajo difícil”, “Beatriz”

Activity: Introduce yourself; say hello and goodbye, introduce other people, talk about routine or daily activities, or about the routine of the week or last year, ask about previous activities, ask and offer information about places, express skills and ignorance, make plans for the immediate future.

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

Week 3
Class

Grammar: Irregular verbs in present tense: o changes for ue; e changes for ie. Irregular verbs in present tense: e changes for i. First person singular. Gender and number (adjectives). Ser and estar.

Vocabulary: Prices, foods, sports and entertainment, nouns derived from verbs, clothes, numbers, institutions, personal objects, adjectives, opposite words, demonymns, adverbs of place.

Listening comprehension: “Todos juntos”
Cultural note: Hablar paja, ¡qué chiva!

Activity: Talk about shopping, clothes, prices. Compare and explain other people’s routines. Describe and talk about academic life. Describe places, people and things.

Assignments and exams: Quiz No. 1 Reading comprehension No. 1 (CPI Tareas #1, pp. 7-24)

Week 4
Class

Students on field trip #2: No Spanish classes

Assignments and exams: Read El planeta verde

Week 5
Class

Students on field trip #1: No Spanish classes

Assignments and exams: Read El planeta verde

Week 6
Class

Grammar: Tener, hacer and haber

Vocabulary: weather, seasons, natural phenomena

Activity: Describe emotions and physical states. Comment about climate change. Indicate the existence of objects, places or people. Learn information about Costa Rican history. Discuss daily duties.

Assignments and exams: Placement test No. 2. Reading comprehension (CPI Tareas #1, pp. 25-42). Mini essay No. 1.

Week 7
Grammar: Gender and number (demonstrative). Irregular verbs in past tense: Group 1.

Vocabulary: -de- preposition, natural phenomena, parts of the house, type of houses, real estate

Reading comprehension: “El colibrí”

Activity: Locate situations in time and space. Identify and propose possession. Talk about natural disasters.

Assignments and exams: Oral presentation

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Week 8


Vocabulary: Past tense expressions/idioms, houses, food, animals, clothes, personal objects, institutions

Listening comprehension: “Celebra la vida”

Cultural note: Estar limpio. Ponerse las pilas.

Activity: Talk about past events. Express movement and direction. Outdoor activities. Express location of objects.

Assignments and exams: Quiz No. 2.

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Week 9

Grammar: Imperative mood.
Vocabulary: Shopping and bargaining, food and beverages, cookware, illnesses, addresses, adverbs of places


Assignments and exams: Reading comprehension No. 3 (CPI Tareas #1, pp. 43-60).

Week 10

Class .

Grammar: Direct object pronouns: before personal verb. Indirect object pronoun; Special verb: gustar.

Vocabulary: Expressions of time in past tense, houses, food, animals, fruits, clothes, personal objects, institutions, sports, hobbies

Cultural note: Estar limpio. Ponerse las pilas.

Reading comprehension: “Chico”


Assignments and exams: None.

Week 11

Class .

Students on field trip #3: No Spanish classes

Assignments and exams: Read El planeta verde

Week 12

Class .

Students on field trip #3: No Spanish classes
Assignments and exams: Read El planeta verde

Week 13
Class


Vocabulary: Sports, food, animals, fruits, hobbies, means of transportation, media, expressions with adverbs (por, arriba, abajo, delante, atrás, un lado), clothes, bathroom, bedroom, kitchen, personal objects

Listening comprehension: “Celebra la vida”

Reading comprehension: “Las actividades de Cristina”


Assignments and exams: Quiz No. 3.

Week 14
Class


Vocabulary: Sports, houses, meal times, fruits, hobbies, means of transportation, media, adverbs

Activity: Express finished actions. Express progression of daily activities. Talk about sports, physical activities. Weather. Identify fake cognates in simple readings.

Assignments and exams: Reading comprehension No. 4 (CPI Tareas #1, pp. 61-78). Mini essay No. 2. Quiz No. 4.

Assignments and exams: Final Exam

Course Materials

Readings

Textbook and workbooks:

CPI Tareas # 1: 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.