Course title: Intermediate Spanish Language I
Course code: SPAN 2001 MTVE
Programs offering course: Sustainability and the Environment
Language of instruction: Spanish
U.S. semester credits: 4.00
Contact hours: 60.00
Term: Fall 2020

Course Description

Intermediate Spanish Language I 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 help 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:

- Demonstrate enhanced understanding and improved use of Spanish grammar acquired in previous experiences with Spanish (e.g., SPAN 1003 MTVE)
- Demonstrate improved use of the Spanish vocabulary as well as Costa Rican expressions (Costarriqueñismos) acquired in previous experiences with Spanish (e.g., SPAN 1003 MTVE)
- Apply improved use of grammatical content including: regular verbs in the present and the past tense; irregular verbs in the present and past (Groups 2-5); preterite and imperfect verb tenses; reflexive verbs; imperative mood; present subjunctive; gerunds; passive voice; simple future; special verbs; active and passive participle; gender and adjective concordance; possessive adjectives and demonstrative adjectives; ser, estar, hacer, haber, tener; prepositions; para y por; the pronoun tú; direct and indirect objects; interrogative pronouns
- Apply enriched vocabulary, including what's necessary to converse on topics related to: letter writing, age, culture, salary, working hours, vacations, social security, common adjectives, adverbs of time and mode, nouns derived from verbs, expressions involving por and medios de, means of communication, directions, leisure activities, moods and mood characteristics, sustainable development, expressions for travel, and natural phenomena
- Relate and extract key information in simple texts such as letters, emails, messages, and reminders
- Apply oral instructions of an intermediate degree of difficulty, and be able to issue them as well
- Express agreement and disagreement and make arguments and opinions, giving justification
- Paraphrase facts, situations, and experiences from the past, as well as describe events that will take place in the future; with fluidity describe emotions, feelings, desires, and moods
- Restate the main storyline of 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
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. **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 *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).

**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.

**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:  
Program Orientation; Field trip #1

**Week 2**
Class:  
Grammar: Regular verbs in the present and the past tense. Irregular verbs in the present and the
past (Groups 2 - 5). Preterite and imperfect verb tenses.

Vocabulary: Greetings, farewell, interrogative pronouns, phrases to use in letters, institutions,
expressions of age, culture, salary, working hours, vacations, social security, connectors, common
adjectives, adverbs of time and mode, nouns derived from verbs, sports, entertainment, clothing

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

Reading comprehension: “El Tesoro de San Joaquín”, “Relato adolescente”

Activity: Present yourself and present somebody else. Give and ask for personal information. Say
goodbye. Ask for information by a letter/mail. Opine about something or someone. Describe facts,
situations and experience from the past. Transmit ideas about past experiences. Compare.

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

**Week 3**
Class:  
Grammar: Gender and adjective concordance. Possessive adjectives and demonstrative
adjectives. Ser, estar, hacer, haber, tener. Reflexive verb: sujeto hace y recibe. Reciprocal action

Vocabulary: Professions, body parts, personal objects, adjectives, opposites, family, illnesses and the hospital

Reading comprehension: “Un sábado en Costa Rica”, “Del pueblo a la ciudad”

Cultural note: Estar de goma. Llegar a la hora del burro. ¡Qué chiva! No tener ni un cinco. Hablar
paja. Estar en la luna.

Activity: Recognize plural and singular nouns and adjectives. Ask for and offer something. Describe

a place. Highlight one thing among many. Make detailed descriptions about the physical features
and clothes of a person, yourself, and other people. Describe animals, objects, places and weather.
Ask for information about the location. Talk about your routine in the past, present and future
tense. Talk about similarities and make comparisons. Write advertisements. Song: Contramarea

Assignments and exams: Quiz No. 1 Reading comprehension No. 1 (CPI Tareas # 2, pp. 11-34)
Week 4
Class:  
Students on field trip #2: No Spanish classes  
**Assignments and exams**: Read La Loca de Gandoca

Week 5
Class:  
Students on field trip #2: No Spanish classes  
**Assignments and exams**: Read La Loca de Gandoca

Week 6
Class:  
**Grammar**: Reflexive verbs, accidental or involuntary actions  
**Vocabulary**: Family, body parts, illnesses and hospital  
**Reading comprehension**: “Subculturas juveniles”  
**Activity**: Talk about routine in the present, past and future tense. Describe activities. Talk about personal relationships. Write advertisements.  
**Assignments and exams**: Placement test No. 2. Reading comprehension (CPI Tareas # 2, pp. 35-56)

Week 7
Class:  
**Grammar**: Prepositions.  
**Vocabulary**: Office and classroom, expressions por, medios de, means of transportation, means of communication  
**Activity**: Locate and identify objects. Express moods. Connect similar ideas in a paragraph.  
**Assignments and exams**: Oral presentation

Week 8
Class:  
**Grammar**: Para y por.  
**Vocabulary**: Office and classroom, expressions using por, means of transportation, means of communication.  
**Reading comprehension**: “Tío Conejo”  
**Activity**: Link information by cause and consequence expressions. Opine, justify, and argue an opinion. Express terms to solve something. Indicate addresses.  
**Assignments and exams**: Quiz No. 2

Week 9
Class:  
**Grammar**: Comparisons  
**Vocabulary**: Adjectives, opposites, family terms, personal objects  
**Listening comprehension**: “Turismo ecológico”  
**Activity**: Make comparisons between skills, facts, things, animals and people.
Assignments and exams: Reading comprehension No. 3 (CPI Tareas # 2, pp. 57-80)

Week 10
Class:

Grammar: Imperative mode. The pronoun tú. Present tense in subjunctive mode (verbs of wish or will). Direct and indirect objects

Vocabulary: Directions, food, fruits and vegetables, cookware, animals, household objects, adverbial phrases

Reading comprehension: “El libro de la selva” (pp. 1-3)

Cultural note: “La familia costarricense”


Assignments and exams: None

Week 11
Class:

Students on field trip #3: No Spanish classes

Assignments and exams: Read La Loca de Gandoca

Week 12
Class:

Students on field trip #3: No Spanish classes

Assignments and exams: Read La Loca de Gandoca

Week 13
Class:

Grammar: Special verbs. Present subjunctive. Active and passive participle. Gerunds

Vocabulary: Free time and entertainment, shows and leisure, moods and mood characteristics, clothing, personal objects

Reading comprehension: “Herencias familiares”, “La historia del eco”.

Activity: Express pain, likes and dislikes, feelings, and hobbies. Ask about moods. Explain the consequences of actions. Describe what were/are you doing. Talk about fashion. Describe some facts from the newspaper. Sing “Ella y él”.

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

Week 14
Class:


Vocabulary: Moods and mood characteristics, vocabulary drawn from newspaper, sustainable development, expressions for travel, natural phenomena

Reading comprehension: “El Tesoro”, “El hombre en el espacio”, “El mantenido”

Cultural note: “Ser lengua larga”, “Qué vacilón”, “Estar hecho leña”

Activity: Relate past events. Give details. Relate information that involves opposites and contrasts. Forecast the weather. Share information about what will take place in the future. Express desire or possibility in the future. Review.
Assignments and exams: Reading comprehension No. 4 (CPI Tareas # 2, pp. 81-105). Quiz No. 4.

Week 15
Class: .

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.