CIEE Monteverde, Costa Rica

**Course title:** Spanish Language, Beginning I
**Course code:** SPAN 1001 MVCR
**Programs offering course:** Tropical Ecology and Conservation
**Language of instruction:** Spanish
**U.S. semester credits:** 3.00
**Contact hours:** 45.00
**Term:** Fall 2020

**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:

- Recognize and use appropriate 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 progressive 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.
- Recognize and use appropriate 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.
- Recognize and use appropriately select Costa Rican expressions (Costarriqueñismos).
- Make questions and give responses that request or transmit simple information to satisfy immediate needs.
- Negotiate purchases in shops, markets, and restaurants.
- Ask for and give the time; give and receive information about schedules.
- Make simple comparisons and descriptions of people, places or things.
- Express simple emotions, moods, preferences, possession, or feelings.

**Course Prerequisites**
None.

**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. Preparation 5%
2. Oral Presentation 5%
3. Quizzes 20%
4. Reading comprehension 10%
4. Homework 10%
5. Final Exam 30%
6. Participation 10%

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.

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.

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.

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
A 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

**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
Class:

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

Week 8
Class:


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.

Week 9
Class:

Grammar: Imperative mood.

Vocabulary: Shopping and bargaining, food and beverages, cookware, illnesses, addresses,
adverbs of places

**Activity:** Give instructions. Express orders. Give directions.

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

**Assignments and exams:**

**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”

**Activity:** Express movement, direction. Outdoor activities. Express location of objects. Talk about Costa Rican typical food. Talk about preferences and likes (gustos). Review. Cooking class.

**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:**

**Grammar:** Imperfect past tense. Prepositions por and para: purpose. Pronominal verbs in present and past tense.

**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:**

**Grammar:** Present progressive tense (*estar + gerundio*). *Estar + participio*. Regular and irregular. Adverbs that end in *-mente*. False cognates. *Hace + que + expression*.

**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.

Week 15
Class: 

Assignments and exams: Final Exam

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