Course title: Survival Spanish
Course code: NONCR SPAN MEME
Programs offering course: Yucatan Open Campus Block
Language of instruction: Spanish
U.S. semester credits: 0.00
Contact hours: 15.00
Term: Spring Block III 2021

Course Description
This course is designed for students with zero semesters of college-level Spanish. The goal of this beginning language course is to bring students to communicative competency in the Spanish language and to facilitate their immersion in a Spanish-speaking environment. The course provides the linguistic tools necessary for students to make themselves understood as well as to enable them to gain a better understanding of the way of life in Yucatán. Successful communication is the main goal. Throughout the course, lessons will be sequenced from presentation activities to guided practice activities to communicative activities, such as simple role-playing, interactive tasks, etc.

Learning Objectives
By completing this course, students will:

- Communicate effectively in “everyday situations” (i.e. restaurants, shops, ticket inspections, dorm, etc.) so as to allow greater integration with local culture and society.
- Understand familiar words and very basic phrases, concerning him/herself; his/her family and immediate surroundings when people speak slowly and clearly.
- Understand familiar names, words and very simple sentences, for example, on notices and posters or in catalogs.
- Interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help him/her formulate what he/she is trying to say. He/she can ask and answer simple questions in areas of immediate need or on very familiar topics.
- Use simple phrases and sentences to describe basic information about him/herself, ask very basic questions and provide basic answers.
- Fill in forms with personal details; for example entering his/her name, nationality and address at a hotel registration.

Course Prerequisites
None.

Methods of Instruction
This course centers on students’ participation and active practice of elementary grammar, vocabulary and expression. Assessment is regular and designed to reinforce learning. Students will be required to complete short everyday tasks outside the class. Guided out-of-class activities will take place when necessary to have a real linguistic contact with locals and reinforce the structures covered in the classroom.

Assessment and Final Grade
1. Role Playing 20%
2. Homework Assignments 20%
3. Vocabulary Quizzes 20%
4. Final Project 20%
5. Participation 20%
TOTAL 100%

Course Requirements
Role Playing

As a means to both assess students’ learning and prepare them for real situations outside the classroom, the last task in two class sessions will consist of a role play in which students practice the phrases they learned that week.

Homework Assignments

There will be several kinds of homework assignments, such as watching videos or interviewing locals, playing games, or going on excursions and taking notes.

Vocabulary Quizzes

There will be two quizzes on vocabulary and basic reading and listening skills. All language items will be tested through simple, contextualized tasks.

Final Project

As this course focuses on oral language skills, the final project will be a short sketch that students write and perform in class, based on what they have learned in the course and their experiences in Yucatán.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course.

Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

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 Orientation Week / Introductions**

By the end of this class, the students will be able to introduce themselves, spell their own names for clarification when necessary, ask typical questions for introduction and give simple short answers. The key vocabulary of this class will vary depending on students’ needs. For grammar, a brief explanation of structures of simple questions and short answers will be provided.

**Homework Assignment:**

- Attempting a conversation in Spanish with local people (someone from CIEE, someone in the neighborhood, someone they met), taking notes and reporting on the conversation in the following class.
- Going to a supermarket or grocery store and bringing an encarte (insert or flyer) to class.

#### Week 2

**Class: 2.1 We Love Eating**

Students will report to class the different kinds of conversations they had with local people. They will explain what happened, share their use of the sentences learned in class, and any other expressions or words. They will also introduce cultural aspects they noticed during the conversations, such as gestures and other body language. Aspects of Yucatán culture relating to food and eating, such as eating habits, meal times, and typical dishes, will be discussed. Students will engage in an in-class role play imitating a situation in a restaurant and/or otherwise related to food and eating habits. Students will also tour together a local fruit and vegetable street market, getting hands-on practical experience in asking questions and using the vocabulary learned in class.

**Homework Assignment:**

- Role Play 1

#### Week 3

**Class: 3.1 Solving Problems**

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
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</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>
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</tbody>
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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.
The main goal of this class is to provide simple phrases that will be useful to solve problems. Some sentences like “Tengo un problema” “¿Puede ayudarme?” and verbal forms such as “Necesito / Tengo que/ No puedo / No encuentro / No tengo” will be introduced. Typical, frequently occurring problems will be discussed, specific language structures will be presented and practiced through role plays. The students will also learn very basic, frequently needed abbreviations.

- **Quiz 1**

**Homework Assignment:**
- During the week, take turns pretending to need help with something and send a text message to the class group using social media. Give suggestions and comments in Spanish to help each other. The instructor will monitor and provide help if necessary.

**Week 4**
Class: 4.1 Buenos Días, Yucatán

By the end of this class students will be able to read addresses in Spanish, ask questions about the location of stores, streets, and places in the city, especially in the neighborhood they live and study in. Maps or apps will be useful to help students visualize and learn more about the city they are in. The class will be run mainly on the street, to involve the students in real-life situations. Some grammar notions will be introduced: prepositions and article before names of places, gender of certain names of places and neighborhoods in Yucatán, and the structure of frequently asked questions (“Dónde queda / Dónde está”). On the excursion, the students will form small groups and go to various shops in the neighborhood (buying pharmacy products; exchanging money; purchasing groceries; inquiring about movie times and entrance tickets to a popular tourist attraction, etc.)

- **Quiz 2**

**Homework assignment:**
- Matching exercises on vocabulary
- Group Project (in pairs or trios): gather key information about the most popular neighborhoods in Mérida (Santa Ana, Santa Lucía, Paseo Montejo) and organize a visit for the whole class. Each project will be presented to all students, who will then choose one for their visit.

**Week 5**
Class: 5.1 ¿Cómo llego?

The students will work in groups sharing maps and practicing together language learned in previous lessons. The session’s focus will be on how to ask for directions. The goal is to be able to understand directions in Spanish and ask for clarification or check information. Another key issue to be explored in this class is how to use public transportation in the city. Students will focus on phrases and keywords in possible questions and answers, such as numbers, names of neighborhoods or places.

- **Role Play 2**

**Homework Assignment:**
- Matching exercises on vocabulary and the questions
- Visit Gran Museo Maya and complete a questionnaire about how to get to key places in the city from there.

**Week 6**
Class: 6.1 Final Project: Living and Learning in Yucatán

Students will develop an oral presentation using the most relevant structures and lexical elements for successful communication with regard to the selected topic. They have to describe, narrate, compare, ask questions and give answers, provide explanations and make excuses, and explain what they need or what they are looking for. Topic options include: lost in the city

Keep calm and eat *cochinita pibil*

Listening at *Serenata Yucateca* in Parque Santa Lucía
I need a coffee

Course Materials

Readings

No specific readings are planned for this course. Instructor will make all materials available via e-mail or as handouts.

Online Resources

- Página oficial de turismo de la Ciudad de Mérida https://www.visitmexico.com/es/destinos-principales/yucatan/merida

Media Resources

"Flor de Azahar" Texto y música de Felipe García intérprete Los Maya Internacional. https://youtu.be/svk9gcKXrOk

"Contigo Aprendí" Texto y música de Armando Manzanero, interpreta Armando Manzanero https://youtu.be/XWU8dkj_pKE