Advanced Spanish Language II 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 to help 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 classroom period centers on a discussion theme, and lessons and activities derive from this. 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:

- Demonstrate correct use of Spanish grammar, vocabulary, and Costa Rican expressions acquired in previous experiences with Spanish (e.g., SPAN 3001 MVCR).
- Construct spoken and written statements with complex grammatical structure and syntax including these features: idiomatic expressions with ser and estar, conjunctions; sentence clause structure: consecutives, adversatives, copulatives; conditionals in indicative and subjunctive mode; adjectives that change meaning depending on opinion; lo + adjective, periphrasis with infinitive, participle and gerund (present, past perfect, past progressive and pluperfect tense); pensar + infinitive; tener + participle; ir + a + infinitive; verb: haber; Costarriqueñismos; accentuation rules.
- Construct spoken and written statements with advanced vocabulary, including phrases related to: adverbs of mode and time, collective nouns, Costa Rican newspapers: letters, editorial, media, economy, environment, gastronomy, reports, interviews, advertisements, weather forecasts; lodging, daily actions, demonstrative and possessive adjectives, expressions related with occupation, professions, and temporary jobs; elements of a curriculum vitae.
- Translate and interpret published text of editorials or other opinion pieces.
- Compose cover letters for job applications, and include a curriculum vitae.
- Debate contemporary topics in society and culture and defend a position.
- Compare and contrast in the past and present, and anticipate future events.

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**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Preparation</td>
<td>5%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
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<tr>
<td>Reading comprehension</td>
<td>10%</td>
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<tr>
<td>Homework</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>30%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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**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.

**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.

**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**

During the course students will read various texts, and reading comprehension will be assessed with four quizzes.

**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.

**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:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
</tr>
</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>
</tr>
</tbody>
</table>

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


**Activity:** Write news. Make proposals to do something. Write instructions. Express discomfort (make complaint, state a grievance, make a protest). Identify and write parts of a newspaper. Analyze the headline news of a national newspaper. Write ads. Forecast weather. Describe events (theft, accidents, kidnappings). Write a story.

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

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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  

**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

**Activity:** Make descriptions. Highlight place activities. Express possibilities. Forecasting the weather/climate. Make an advertisement brochure.

**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.

**Grammar:** Desde and desde hace. Verbs llevar, hacer.

**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 Agualdo".


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.

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 Día. Gringo-pinto"

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

Week 15
Class: 15.1

Assignments and exams: Final Exam

Course Materials

Readings

Textbook - workbook:

CPI Tareas # 3 is 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.