



## CIEE Monteverde, Costa Rica

<b>Course title:</b>	Advanced Spanish Language II
<b>Course code:</b>	SPAN 3002 MTVE
<b>Programs offering course:</b>	Sustainability and the Environment, Tropical Ecology and Conservation
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	4
<b>Contact hours:</b>	60
<b>Term:</b>	Fall 2020

### Course Description

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:

1. have an enhanced understanding and improved use of Spanish grammar acquired in previous experiences with Spanish (e.g., SPAN 3001 MTVE)
2. have improved use of the Spanish vocabulary as well as Costa Rican expressions (Costarriqueñismos) acquired in previous experiences with Spanish (e.g., SPAN 3001 MTVE)

The student will also acquire

1. an enhanced understanding and improved use of grammatical content, including, including: constructions and 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
2. an expanded vocabulary, including words and 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



Upon completion of this course, the student will also have the foundation to:

1. write text for newspapers (different sections), e.g., news reports, weather reports and forecasts, advertisements, police reports, and editorials.
2. analyze the headline news of a national newspaper.
3. write covers letters for job applications and include a curriculum vitae.
4. debate gender roles in professions.
5. describe Costa Rican traditions and cultures in the past and present, and anticipate upcoming cultural events or celebrations
6. analyze the message of the Costa Rican-authored novel, *Única Mirando al Mar*

**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**

1. Oral Presentation	5%
2. Quizzes	20%
3. Reading comprehension of the book (quizzes)	10%
4. Homework	20%
5. Final Exam	30%
6. Attendance	5%
7. Preparation	5%
8. Participation	5%
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).

### **Attendance**

Attendance refers to being in the classroom on time. It is important to be punctual and show respect to the teacher and peers. If a student has not arrived within 10 minutes of the beginning of the class, s/he will be marked absent.

### **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 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**

### **Weekly Schedule**

#### **Week 1**

Class

Program Orientation; Students on Field Trip #1 (no Spanish classes)

#### **Week 2**

Class

Our surroundings

**Grammar:** Accentuation rules. Past progressive. Simple future and simple conditional. Gender and number. Constructions with verb *ser*. Idiomatic expressions with *ser* and *estar*. Conjunctions. Sentence clause structure: consecutives, adversatives, copulatives, and conditionals in indicative and subjunctive mode.

**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

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

**Cultural note:** Jalarse una torta. Menear el esqueleto. En dos toques. Upe. ¡Díay! No valer ni un cinco. Sudarse la chaqueta. Ser lengua larga. Chunches. Salado. Dolor de jupa.

**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).

### Week 4

Class

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Students on field trip #2: No Spanish classes

**Assignments and exams:** Read Única Mirando al Mar

### Week 5

Class

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Students on field trip #2: No Spanish classes

**Assignments and exams:** Read Única Mirando al Mar

### Week 6



Class

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

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

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

Costa Rican traditions.

**Grammar:** Uses of gerunds. Gerunds and infinitives.

**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

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

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Students on field trip #3: No Spanish classes

**Assignments and exams:** Read Única Mirando al Mar

**Week 12**

Class

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Students on field trip #3: No Spanish classes

Assignments and exams: Read Única Mirando al Mar

**Week 13**

Class

Working Life

**Grammar:** Pensar + infinitive. Tener + participle. Ir + a + infinitive. Relative pronoun. Verb: haber.

**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 Aguinaldo".

**Cultural note:** No tener harina. Estar sin brete. Estar sin un cinco. Estar limpio.

**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 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 .

Assignments and exams: Final Exam

### **Course Materials**

#### **Readings**

#### **Textbook and workbooks:**

CPI Tareas # 3 is a collection of exercises, verbs, vocabulary, readings, and other printed materials.

Contreras, F. (2010). Única Mirando al Mar (1ª reimpresión de la 1ª ed.) San José: Editorial Legado.

#### **Reference materials**

Alvarado, G. (2009). Literatura e identidad costarricense (1ª ed.), San José: Editorial EUNED.

Barzuna, G. (1989). Caserón de teja: Ensayos sobre patrimonio y cultura popular en Costa Rica (1ª ed.), San José: Editorial Nueva Década..

Bonilla, A. (1981). Antología de la literatura costarricense (3ª ed.), San José: Editorial STVDIVM.

Castillo, L. (2004). La música más linda de Costa Rica (4ª ed.), San José: Editorial Dos Cercas Ltda.

Dobles, F. (1992). El violín y la chatarra (2 ed.), San José: Editorial EUNED.

Gómez, L. (2002). Gramática didáctica del español (8ª ed.) Madrid: Ediciones SM.

González, J. (2005). Antología del relato costarricense (1ª ed.), San José: Editorial de la Universidad de Costa Rica.

Grupo Editorial Océano (1997). Diccionario Océano de Sinónimos y Antónimos (1ª ed.), Barcelona: Editorial Océano.

Instituto Cervantes (2011). Cervantes.es. Las culturas hispanas en internet. Madrid, España.

Kendris, C. & Kendris, T. (2007). 501 Spanish verbs (6ª ed.), Hauppauge: Barron's Educational Series, Inc.

Lourdes M. & Neus, S. (1995) Lejos de casa (1ªed.), Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas, S.L.

Lourdes M. y Neus S. (2003). ¿Eres tú, María? (1ªed.) Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas, S.L.

Molina, I. & Palmer, S. (2002). Historia de Costa Rica: Breve, actualizada y con ilustraciones (1ª ed.), San José: Editorial de la Editorial de Costa Rica.

Neruda, P. (1985). Veinte poemas de amor y una canción desesperada, Bogotá: Editorial Oveja negra.

Pacheco, A. (1994). Gentes sin ancla (1ª ed.), San José: Editorial Guayacán Centroamericana.

Quesada, M. (2002). El Español de América (2ª ed.), Cartago: Editorial Tecnológica de Costa Rica.

RAE (2010). Ortografía de la lengua española (1ª ed.), Madrid: Editorial Espasa.

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

Rojas, M. & Ovares, F. (1995). 100 años de literatura costarricense (1ª ed.), San José: Ediciones FARBEN.

Salazar, C. (1989). Cuentos de Angustias y Paisajes (1ª ed.), San José: Editorial el Bongo.

Seco, M. (1982). Diccionario de dudas de la lengua española, Madrid: Editorial Aguilar.

Sopena, R. (1991). Dudas del idioma (1ª ed.) Barcelona: Editorial SOPENA.