



CIEE Monteverde, Costa Rica

Course title:	Spanish Language, Advanced I
Course code:	SPAN 3001 MVCR
Programs offering course:	Monteverde TEC
Language of instruction:	Spanish
U.S. semester credits:	3
Contact hours:	45
Term:	Fall 2020

Course Description

Advanced Spanish Language I 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 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. 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 2003 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 2003 MTVE)

The student will also acquire:

1. an enhanced understanding and improved use of grammatical content, including, including: copulae (linking verbs); simple present in conjunctive mode; simple present in subjunctive mode; progressive of the subjunctive mode; imperfect in subjunctive mode: si and como si; past perfect in subjunctive mode; uses of ya, todavía, aún and todavía no; uses of se; uses of desde and desde hace; exclusive reflexive verbs; periphrasis with infinitive, participle, and gerund; verbs of change or becoming; verbs of desire; verbs of emotion; the verbs llevar, hacer; gerunds and infinitives; infinitives as nouns; concluding sentences {para que, a fin de que, con tal de que}; temporary sentences (cuando, después de que, tan pronto como); adjectives that change meaning according to their position; lo + adjective; indefinite antecedents (un, una, cualquiera).
2. an expanded vocabulary, including words and phrases related to: seasoning, spices, and other condiments, demonyms, languages, Costa Rican scholarship system, level of schooling, universities, dormitories, faculties, majors, nouns derived from verbs, body parts, diseases, expressions of age

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

1. describe common actions in a country or by a group or an individual during a given period.
2. warn against an action, and warn about dangers, diseases, and future uncertainty.
3. express moods, judgments, fear, worry, or tastes.
4. ask about the rules or norms of a place, in the past or present.
5. make proposals or suggestions for a future routine.
6. recount the specific events and overall storyline 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. Preparation	5%
2. Oral Presentation	5%
3. Quizzes	20%
4. Reading Comprehension	10%
5. Homework	20%
6. Final Exam	30%
7. 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.

Weekly Schedule

Week 1

Class Program Orientation

Students on Field Trip #1 (no Spanish classes)

Week 2

Class .

Grammar: Simple past and past progressive. Copulae (linking verbs).
Simple present in conjunctive mode (impersonal sentences).
Prepositions. Simple present in subjunctive mode (verbs of emotion).

Vocabulary: Greetings and presentations; numbers; months; colors;
family; adverbs; clothes, personal objects, antonyms, professions,
physical and emotional characteristics, weather and climate

Reading comprehension: “Amor por correspondencia”. “Carta a Dios”.

Activity: Oral presentation. Introduce yourself and others. Ask for and
give personal information. Say farewells. Contrast how someone was in
the past and present. Describe situations in the past. Present someone
with detailed information. Describe spaces with their respective
qualities. Comment on and judge the behavior or attitude of a person.
Warn against an action and express an opinion. Express moods. Show
anger or make complaints about something or someone. Express
judgments. Express fear, worry or tastes.

Assignments and exams: Oral interview. Placement test No. 1.

Week 3

Class

Grammar: Uses of prepositions and adverbs. Adverbial phrases. Ya,
todavía, aún and todavía no. Exclusive reflexive verbs. Uses of se.
Simple present in subjunctive mode (verbs of suggestion or
recommendation).

Vocabulary: Institutions, countries, languages, demonyms, means of
transportation, media, politics, animals, travel, fruit and vegetables,
ordinal numbers, illnesses and hospitals, weights and measures,
seasoning, spices and other condiments

Reading comprehension: “Herencias familiares”

Listening comprehension: “Medio ambiente”.

Cultural note: Se le rayó el disco. Qué chichón. Vinear//Binear. Ir soplad
o

Activity: Ask about rules or norms of a place. Describe common actions
in a country during a given period. Talk about a country's past and its
present. Compare the present and the past of the socio-political and
educational situation in Costa Rica. Contrast tenses in a conversation or
formal writing. Suggest a routine. Warn about dangers and diseases.
Video: "Un día de estos".

Assignments and exams: Quiz No. 1

Week 5

Class Students on field trip #2

No Spanish classes

Assignments and exams: Read Única Mirando al Mar

Week 6

Class .

Grammar: Verbs of change or becoming. Simple present in subjunctive
mode (concluding sentences: para que, a fin de que, con tal de que).
Temporary sentences (cuando, después de que, tan pronto como)

Vocabulary: Professions, expressions of time

Reading comprehension: "Chivo expiatorio".

Activity: Ask something as a situation consequence. Talk about future
and unsafe situations. Express and ask about future plans.

Assignments and exams: Placement test No. 2, reading comprehension
No. 2 (CPI Tareas # 3, pp. 35-58). Essay No. 1.

Week 7

Class .

Grammar: Review of the simple present in subjunctive mode.

Vocabulary: Professions, Costa Rican scholarship system, level of schooling, universities, dormitories, faculties, majors, weather and seasons

Activity: Ask something as a situation consequence. Talk about future and unsafe situations. Express and ask for future plans.

Assignments and exams: Oral presentation.

Week 8

Class

Grammar: Adjectives that change meaning according to their position.

Vocabulary: Antonyms, nouns derived from verbs, common adjectives, expressions of age

Reading comprehension: "Cuento y biografía de Abel Pacheco". "Una gran carcajada"

Activity: Talk about professional life (merits and beneficial aspects). Discuss similarities and differences of people, places, and things. Emphasize and enhance qualities of a person, place, or thing.

Assignments and exams: Quiz No. 2.

Week 9

Class

Grammar: Different uses of the same adjective. Progressive of the subjunctive mode. Verbs of desire and antecedents indefinidos (un, una, cualquiera).

Vocabulary: Sports, expressions of time, parts of a house

Cultural note: Parece nuevo. ¡Qué cáscara!. ¿Al chile?

Activity: Express preferences, rivalry or continuity. Express desire or need. Narrate past events. Video: "Por so no tienes novio".

Assignments and exams: Reading comprehension No. 3 (CPI Tareas # 3, pp. 59-84).

Week 10

Class .

Grammar: Imperfect in subjunctive mode: si and como si, impersonal sentences. Lo + adjective. Verbs llevar, hacer. Desde and desde hace.

Vocabulary: Body parts, professions, nouns from verbs, adverbs, countries. languages

Reading comprehension: "El abuelo".

Activity: Talk about positive, interesting, controversial, and negative aspects of an action. Hypothesize about the future. Express comparisons. Recall and describe events and their facts and time. Write an argumentative text. Talk about a text. Review. Cooking classes. Song: "Gracias a la vida".

Assignments and exams: None.

Week 11

Class

Students on field trip #3

No Spanish classes

Assignments and exams: Read Única Mirando al Mar

Week 12

Class

Students on field trip #3

No Spanish classes

Assignments and exams: Read Única Mirando al Mar

Week 13

Class .

Grammar: The infinitive as noun. Gerunds and infinitives. Past perfect in subjunctive mode: verbs of desire, verbs of emotion. Past perfect in subjunctive mode.

Vocabulary: Expressions to greet people, antonyms, physical and emotional characteristics

Cultural note: Ser una mosquita muerta. ¡Puros dieces! Es un queque. ¿No quería pollo? Para muestra, un botón. Como uña y mugre. A ponerse las pilas.

Activity: Greet someone and make a dialogue. Transmit a request, order or direction and ask for messages. Express discomfort, complaints, or despair at a situation. Write a letter to someone. Story: “La ventana”. Song: “Contramarea”

Assignments and exams: Quiz No. 3. Essay No. 2.

Week 14

Class .

Grammar: Periphrasis with infinitive, participle, and gerund. Pluperfect of subjunctive mode: si + pluperfect subjunctive + simple or compound conditional.

Vocabulary: Seasons and climate, animals, diseases

Reading comprehension: “Naturaleza vil”

Activity: Speculate about what might happen. Talk about climate change (causes and consequences). Make proposals or suggestions. Review.

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



Week 15

Class Final Exam

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

- 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.

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- 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.