



CIEE in Monteverde, Costa Rica

Course name:	Spanish Language - Beginning I
Course number:	SPAN 1001 MOCR
Programs offering course:	Science and Society
Open Campus Track:	Language, Literature and Culture
Language of instruction:	Spanish
U.S. semester credits:	3
Contact hours:	60
Term:	Fall 2019

Course Description

This course is for students with little or no Spanish. The course provides a basic repertoire of linguistic elements and sufficient vocabulary to meet these communicative goals. Students should be able to use some simple grammatical structures and in general be able to pronounce in a clear, comprehensible way. By the end of this course, students are able to communicate when carrying out everyday tasks, understand phrases and expressions of common use, and describe aspects of their own past as well as issues related to their most immediate needs.

Learning Objectives

In this course, students will carry out important work on tasks, both inside and outside the classroom, whose main objective is to create a real and engaging learning environment which caters for their linguistic needs. On each task, students will learn and practice the grammatical structures needed to accomplish the task, as well as the vocabulary and relevant information about the context (cultural awareness).

In the classroom, an emphasis will be placed on communication over grammar, but students will also have access to extra material to practice on their own or to do as homework in order to consolidate key grammar points and basic language structures.

At the end of the course, students will be capable of communicating and exchanging with a native speaker on simple, practical subjects regarding everyday life.

Course Prerequisites

None.

Methods of Instruction

Students will do their learning both inside and outside the classroom. The goal is to create a real and engaging learning environment that caters for their linguistic needs



throughout the course. On each individual task, students will learn and practice the grammatical structures needed to accomplish the task, as well as the vocabulary and relevant information about the context (cultural awareness).

In the classroom, an emphasis will be placed on communication over grammar, but students will also have access to extra material to practice on their own or do as homework in order to consolidate key grammar points and basic language structures

The structure of each week is as follows:

- The tasks will be organized by weekly topics, so that each session of a week is related to the others.
- At the end of each week, students will have to do a written and oral presentation and a mini test with a focus on the grammatical/lexical content covered over the week.
- Students will be provided with extra material as homework to reinforce the grammatical and lexical aspects seen in the classroom.
- Each of the presentations and tests will count for the final grade.

Course Material

Learning material will be provided by CIEE Monteverde: various handouts, a booklet with key grammar points and other relevant information; resources on the Internet.

Assessment and Final Grade

Final grades will be calculated using the following percentages:

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|-----------------------------------------------------------|-----|
| • Daily Homework | 15% |
| • In-class Oral Presentations and Written Weekly Projects | 25% |
| • Weekly Assessments | 20% |
| • Final Test (Oral and Written) | 25% |
| • Class Participation | 15% |

Course Requirements

Daily Homework

Students will be given written homework on a daily basis to reinforce the grammatical and



lexical topics covered in the classroom and will be checked by the instructor in class every day. When homework has to be turned in, no extension can be granted. Failing to complete their daily homework will result in a lower final grade for the course.

Oral Presentations, Written Weekly Projects

Each week students complete a short written project, which they will present to the class through an oral presentation at the end of the respective week. Both the delivery of the presentation and the written project will be assessed. Failing to complete their oral and written weekly projects will result in a lower final grade for the course.

Weekly Assessments

At the end of each week, students will have to sit a mini-test where they will be assessed on the grammatical and lexical content of the week. Each of the weekly assessment will count for the final grade.

Final test

The Final test that will take place in the last week of the course covers the four skills of language learning: speaking, listening, reading, writing.

Participation

Participation is valued as meaningful contribution in the digital and physical 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.

Each student is expected to actively participate in class, and thereby help assure the effective functioning of the course as well as his/her individual learning progress. Participation and the investment of an appropriate amount of time in the preparation of each session will be taken into account in the determination of final grades.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Science and Society programs, unexcused 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 Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. 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. Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Science and Society Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

Note: Each class session is 2h 30mins long. Class sessions will be supplemented by a maximum of 4 out-of-classroom activities to be scheduled at short notice and in accordance with topics discussed in class.



Week 1

Class 1:1 Intro to the Class and Creating a Personal Profile

The instructor will present the syllabus to the students and explain the methods of instruction used. The students provide information about previous knowledge, learning expectations and reasons for taking a course in Spanish.

Class 1:2 Formal and Informal Greetings

This session covers the topic of register, providing examples of formal and informal interaction. Students will review the Spanish alphabet, pronunciation, and spelling. Grammatical subjects will be singular and plural nouns, gender and articles.

Class 1:3 Greetings / Giving and Asking for Personal Information

Students will organize a contact list. Students practice gathering information in the target language by practicing how to ask yes/no questions and using interrogative pronouns. A second focus will be the present tense of ser and its uses as well as the present tense of regular verbs.

Class 1:4 Family and personal relationships

The subject of this class is "talking about family". We will practice again asking questions of information and clarification and enlarge our vocabulary by entering a new semantic field. Grammatical subjects will be the present tense, possessive, adjectives, and numbers. Students will share their final version of the project of the week, creating a personal profile to be posted on the course site.

Reference material:

CIEE Monteverde Material

Week 2

Project: *Create a slide show*

Life in Monteverde 1: Your routine, your neighborhood

Class 2:1 Describe a Local Nature Reserve.

Students will take a field trip to the local Bajo del Tigre nature reserve. In the second half of the class, after returning to the classroom, they will create a guide for first-time visitors to the area, listing useful stores and resources and summarizing essential information about them.



Class 2:2 Give and Ask for Directions

Students will learn to find their bearings in Monteverde and practice asking for and giving directions through role plays. They will also familiarize themselves with the town's public services and will study how to use public transportation to get wherever they want in Costa Rica.

Class 2:3 Comparing Routines

Students will compare their routines in Costa Rica and in the States, talking about differences and similarities. They will practice reflexive and non-reflexive regular and irregular verbs in the present tense, and review the vocabulary used to talk about time, including telling the time, day and night, days of the week, months of the year etc. Students will present a list of usual weekend activities in their hometowns and, in a second step, choose possible leisure activities from Monteverde's arts, and cultural events calendar.

Class 2:4 Your Routine, Your Neighborhood

Students will present a slide show designed to persuade viewers to visit their neighborhoods. They will talk about activities, stores, atmosphere, favorite places, and special locations within the city.

Subsequently, there will be a review session for Test 1, before students take the test.

Reference material:

CIEE Monteverde Team Material

Week 3

Project: *Create a slide show*

Life in Monteverde 2: Gastronomy / In the restaurant

Class 3:1 Buying Groceries

Students will make a grocery list and do role plays simulating grocery shopping situations. They will also talk about food in general and let the group know about their favorite meals. The grammatical topic will be demonstrative adjectives and pronouns. Different ways of expressing likes and dislikes will be reviewed.

Class 3:2 Preparing a Recipe

Students will present their favorite recipes and learn how to prepare



typical Costa Rican dishes. Differences between Costa Rican and American food will also be discussed. Students will give their opinion about healthy and unhealthy foods and ingredients. As for grammar, stem-changing irregular verbs will be reviewed.

Class 3:3 Planning Meals for Costa Rican Menus

Students will practice how to order at a restaurant and a bar. They learn what dishes are typically served in Costa Rica at which special events. We will also talk about food as a cultural phenomenon. The grammatical focus will be on irregular verbs (querer, poder, preferir, tener) and some idioms with tener.

Class 3:4 My Favorite Restaurant in Monteverde and My Favorite Meal.

Students will present a two-step project. In the first part, they share their favorite restaurant in Monteverde and talk about the dishes to be found there. In the second part, they will present their favorite Costa Rican meal and explain how it is prepared, specifying ingredients and cooking techniques.

Subsequently, there will be a review session for Test 2, before students take the test.

Reference material:

CIEE Monteverde Team Material

Week 4

Project: *Write a diary*

Life in Monteverde 3: Shall we go shopping?

Class 4:1 Learn About Types of Clothing and Choose an Outfit.

Students share their favorite style of clothing, describing shapes, colors and fabrics.

After that, students learn about buying clothes in Monteverde.

Class 4:2 Describing a Piece Clothing and Evaluating Its Fit

The students will do a shopping role play. The grammatical topic will be to use of direct and indirect objects to avoid repetition.

Class 4:3 Go on a shopping spree



In this class, the grammatical focus will be on the past tense (preterite=simple past) and placing events in sequence.

The students learn about regular and some irregular forms in the past.

Class 4:4 Revision / Presentations: Describe a Shopping Day

The students will do Test 3.

Reference material:

CIEE Monteverde Team Material

Week 5

Project: *Create a tourist leaflet/blog*

Life in Monteverde 4: Cultural Life

Class 5: 1 Cultural Attractions in Monteverde

Students will research and identify both mainstream as well as more unusual tourist and/or cultural attractions in Monteverde. As they describe these attractions, they will review the vocabulary of the semantic field "holidays and free time".

Class 5: 2 Plan a Weekend

Students will plan a hypothetical weekend excursion in Monteverde for their parents or friends, involving a visit to a cultural event. They will make a budget and justify their choices. They will then talk about a real experience.

Class 5: 3 Suggesting a Plan for Going Out: Accepting / Refusing an Invitation

Students will hold a conversation in which different plans for going out are proposed and debated. They will accept and / or reject the proposals justify their decision.

Class 5: 4 Revision/Presentations/Test 4

In this session, students will do Test 4.

Reference material:

CIEE Monteverde Team Material.



Week 6

Project: Create a Digital Album with Your Memories

Life in Monteverde 5. My memories

Class 6:1 Expressing Feelings

The students will learn how to express their feelings in the present as well as in the past. The grammatical part of the session focuses on narrating in the past and contrasting the preterite and imperfect tenses.

Class 6:2 Narrating One's Experiences in Monteverde

The students will talk about some of their most important experiences they had during their stay in Monteverde, using the preterite and imperfect tenses.

Class 6: 3 Review

The students will do a general review in preparation for the Final Test.

Class 6: 4 Final Test

The students will take the Final Test.

Course Material

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Biesanz, M.H., R. Biesanz & K.Z. Biesanz. 1998. *The Ticos: Culture and Social Change in Costa Rica*. Lynne Rienner Publishers, 307 pp.

Coates, A. G. 1999. *Central America: A Natural and Cultural History*. Yale University Press, 296 pp.

Locher, U., J. Sanchez, G. Mayorga, C. Mesa-Lago, S. Marquardt, K. Bowman, P. Palmer, S. Chant, M. Mata- Montero, S. Palmer, I. Molina. 2004. *The Costa Rica Reader: History, Culture, and Politics*. Duke University Press, 383 pp.

Mitchel, M.G. and S. Pentzer. 2008. *Costa Rica: a global studies handbook*. Global Studies. Latin America & the Caribbean. ABC-CLIO, Inc, Santa Barbara, California, USA. 398 pp.

Online Resources



Costa Rica Hoy <https://www.crhoy.com>

Costa Rican Guide to Learn Spanish

<http://www.costaricaspanish.net/tiquismos-costa-rican-street-spanish/>

Español en Costa Rica, Instituto de Investigaciones Lingüísticas

<http://inil.ucr.ac.cr/linguistica/espanol-de-costa-rica/>

Estado de la Nación <https://www.estadonacion.or.cr>

La Nación: Noticias de Costa Rica <https://www.nacion.com>