



## CIEE Global Institute - Monteverde

<b>Course name:</b>	Spanish Language Beginning II
<b>Course number:</b>	SPAN 1002 MOCR
<b>Programs offering course:</b>	Monteverde - Open Campus Block
<b>Open Campus Track:</b>	Language, Literature, and Culture
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	60
<b>Term:</b>	Fall 2019

### **Course Description**

This course is designed for students with one to two semesters of college-level Spanish, or the equivalent as determined by a placement test. This course uses a communicative approach, focusing on what students can do with the language as much as on what they know about the language. By the end of this course, students understand the principal points of clear texts and writings in standard language; know how to describe in the past and to exchange information about daily routines, experiences, likes and interests. The linguistic elements and vocabulary that are taught prepare students to talk about frequent topics and deal with daily situations. Students should be able to understand a simple face-to-face conversation about practical issues and familiar subjects.

### **Learning Objectives:**

- Take part in oral conversation production and comprehension to deal with familiar topics in Spanish both inside class and with native speakers.
- Make use of pertinent vocabulary, grammar structures and correct speeches to write simple but well-constructed texts on a familiar topic of general or personal interest.
- Describe and recount events in the present and the past.
- Give an opinion on familiar topics of general or personal interest using the correct structures in Spanish.

### **Course Prerequisites:**

This course is designed for students with two semesters of college-level Spanish, or the equivalent as determined by a placement test.

### **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 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 daily 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.

### **Assessment and Final Grade**

Final grades will be calculated using the following percentages:

1. Daily Homework	15%
2. In-class Oral Presentations and Written Weekly Projects	25%
3. Weekly Tests	20%
4. Final Test (Oral and Written)	20%
5. Class Participation	20%

### **Course Requirements**

#### **Daily Homework**

Students will be given written homework daily to reinforce the grammatical and lexical topics covered in the classroom and will be checked by the instructor in class every day. When homework must 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 and 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 Tests**

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 (Oral and written)**

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. It will consist on an video project with an oral component for students to present in the last day of classes. Students will also sit for a final exam covering all the topics seen throughout the course.

#### **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. Each student is expected to actively participate in class, and thereby help ensure 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 considered 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 Open Campus and Short-Term 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 because 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:

<b>Percentage of Total Course Hours Missed</b>	<b><i>Equivalent Number of Open Campus Semester classes</i></b>	<b><i>Minimum Penalty</i></b>
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 30 mins 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.

Students will be presented the syllabus of the course. Students will engage in an activity to explore previous knowledge. Students will voice their expectations and discuss their motivation to study the language. The instructor will discuss the methods of instruction and his/her expectations to be. The topic of register will be covered, providing examples of formal and informal interactions.



Reference material: *CIEE Libreta de Español para Principiantes*

**Class 1:2:** Presentation of the Scope of the Course and Instruction.

This session will focus on methods of getting to know people, giving and asking for personal information. Organize a contact list.

Students will learn different Spanish greetings and what is appropriate in which context. The students will work with descriptions of the general school environment: classroom, classmates and their weekly schedule.

Due: Daily homework from *El Planeta Verde* and *CIEE Libreta de Español para Principiantes*

Reference materials (a selection)

**Class 1:3:** Families in the world

In this class they will learn how to describe their family (physical and personality traits) and talk about the relationship they have with them. They will also learn how to express topics in regard to cities, neighborhoods and houses. The present tense of regular verbs.

Due: Daily homework from *El Planeta Verde* and *CIEE Libreta de Español para Principiantes*

Reference materials (a selection)

**Class 1:4:** Holiday options

Student will learn about different places to vacation within the country and in Latin America and learn about the weather in different locations. You will learn about clothing and colors and likes and dislikes.

Due: Daily homework from *El Planeta Verde* and *CIEE Libreta de Español para Principiantes*

Reference materials (a selection)

**Week 2**

**Class 2:1:** Spare time in Costa Rica

Students will make a survey on the most popular hobbies in the class. They will find out which are the most popular activities to do in Monteverde and give their opinion. Describe a sports event. Students will also learn and share their knowledge about local sports and football culture in Costa Rica.

Due: Daily homework from *El Planeta Verde* and *CIEE Libreta de Español para Principiantes*

Reference materials (a selection)

**Class 2:2:** What's the score?

Students will find out about sports events in Monteverde in that given week. They will exchange information about an event and make appointments to attend. On the process of organizing the attendance to the event, they will express wishes and show agreement and disagreement. The students will plan for a hypothetical



upcoming weekend holiday trip and talk about the best way to prepare for it.

Due: Daily homework from *El Planeta Verde* and *CIEE Libreta de Español para Principiantes*

Reference materials (a selection)

**Class 2:3:** Sports in the media.

Media news of Costa Rican football teams will be addressed, and current issues of local sports will be exposed. Students will watch local sports media footage as an example to later create their own hypothetical sports program.

Due: Daily homework from *El Planeta Verde* and *CIEE Libreta de Español para Principiantes*

Reference materials (a selection)

**Class 2:4:** Sports fans.

Students will create a slideshow to compare and discuss the differences in sports and outdoors activities in Costa Rica and the States. They will share their experience at a sports event focusing on people's attitudes and behaviors in public venues. Students will do revision and test 1.

Due: Oral Presentation and Written Weekly Project: "Life in Costa Rica 1" & Weekly Test 1

**Week 3**

**Class 3:1:** Food Preferences

Students will talk about the food they like and dislike and will discuss their eating habits. They also justify their decision regarding their food choices.

Due: Daily homework from *El Planeta Verde* and *CIEE Libreta de Español para Principiantes*

Reference materials (a selection)

**Class 3:2:** Food and Celebrations

Students will get familiarized with the Costa Rican gastronomy and will learn about common ingredients and meals. They will make an ethnographic interview to research typical food of party days and celebrations in Costa Rica and in the States. Opinion about healthy and unhealthy foods and ingredients. As for grammar, stem-changing irregular verbs will be reviewed.

Due: Daily homework from *El Planeta Verde* and *CIEE Libreta de Español para Principiantes*

Reference materials (a selection)

**Class 3:3:** Restaurant Behavior

Students will learn how to order food at a restaurant using courtesy formulas. They will practice how to complain politely at a bar/restaurant.



Due: Daily homework from *El Planeta Verde* and *CIEE Libreta de Español para Principiantes*  
Reference materials (a selection)

**Class 3:4:** Let's cook Costa Rican dishes.

Students will prepare their own typical Costa Rican dishes to share with the class and they will explain how they had prepared them. They will talk about the ingredients they used and the usual situations those dishes are eaten. Subsequently, there will be a review session for Test 2, before students take the test.

Due: Oral Presentation and Written Weekly Project: "Life in Costa Rica 2" & Weekly Test 2

**Week 4**

**Class 4:1:** What's on?

Students will get familiarized with the cultural scene in Monteverde and they will learn some vocabulary/expressions related to cinema, theatre and performing arts. They will make plans to attend a cultural event in Monteverde. They will give and follow directions about how to get there practicing formal and informal commands.

Due: Daily homework from *El Planeta Verde* and *CIEE Libreta de Español para Principiantes*  
Reference materials (a selection)

**Class 4:2:** What did you do during the weekend?

Students will describe their experience in the Monteverde cultural scene reviewing the use of past tenses. They will also write a short story based on the Argentinian film *Herencia* by Paula Hernández.

Due: Daily homework from *El Planeta Verde* and *CIEE Libreta de Español para Principiantes*  
Reference materials (a selection)

**Class 4:3:** Costa Rican tunes

Students will research and learn about famous musicians in Monteverde. They will categorize and compare different kinds of music. They will also discuss Costa Rican songs and musicians' biographies.

Due: Daily homework from *El Planeta Verde* and *CIEE Libreta de Español para Principiantes*  
Reference materials (a selection)

**Class 4:4:** My favorite artist

Students will present their favorite local artist (musician, painter, actor, etc). They will talk about their work and their life and the impact they have on the local cultural scene.

Students will do revision and test 3.



Due: Oral Presentation and Written Weekly Project: "Life in Costa Rica 3" & Weekly Test 3

## Week 5

### Class 5: 1: Best moments in Monteverde

Students will share information and interview their partners about their stay in Monteverde (eg. Places they have visited, food, best moments, etc) (Revision: time expressions, preterit and imperfect, linking words). They will make a list with the top 5 moments and justify why they had chosen them. They will share their impressions with the rest of the class.

Due: Daily homework from *El Planeta Verde* and *CIEE Libreta de Español para Principiantes*  
Reference materials (a selection)

### Class 5:2: Travel and changes

Students will create a comic strip/ short story about an unexpected experience in Monteverde and will share it with the class. They will be asked to reflect upon the ways their stay in Monteverde have changed them.

Due: Daily homework from *El Planeta Verde* and *CIEE Libreta de Español para Principiantes*  
Reference materials (a selection)

### Class 5: 3: Discovering new places

Students will tell about their trips (in Costa Rica or elsewhere) and will talk about the impact of travelling on them. They will share information about different locations around the area and their most important traits (economy, culture, traditions, etc)

Due: Daily homework from *El Planeta Verde* and *CIEE Libreta de Español para Principiantes*  
Reference materials (a selection)

### Class 5: 4: Our experiences in Costa Rica

Student will present their digital travel diaries including texts and images. Students will do revision and test 4.

Due: Oral Presentation and Written Weekly Project: "Life in Costa Rica 4" & Weekly Test 4

## Week 6: Project:

### Class 6:1: Last call

Students will create a bucket list of things they still want to do before leaving Monteverde and share it with the group; they will justify their opinions. (Future tense, justifications 'porque'...)



Due: Daily homework from *El Planeta Verde* and *CIEE Libreta de Español para Principiantes*  
Reference materials (a selection)

**Class 6:2:** I would like to....

Student will make a personal statement about their life. (Voy a/quiero infinitivo/me gustaría +infinitive).

Due: Daily homework from *El Planeta Verde* and *CIEE Libreta de Español para Principiantes*  
Reference materials (a selection)

**Class 6: 3:** Our world in the future

Students will make hypothesis about environmental and social issues in the future. They will discuss Costa Rica current social and environmental situation. They will explore different topics in media and commercials. They will sit for a mock exam and make corrections as a form of revision for the final test.

**Class 6: 4:** From now on

Student will present a short film or another visual project linking their past experiences and their hypothetical future after their stay in Monteverde. Students will do revision and final test.

Due: Final test (Oral and Written)

**Course Material**

Learning material will be provided by CIEE-Monteverde. This will include copies of the textbook, workbooks, and the novel, *El Planeta Verde*.

**Textbook and workbooks:**

*CIEE Libreta de Español para Principiantes*: exercises, verbs, vocabulary, readings, and links and guides to online resources.

Herrero, F. (2008). *El planeta verde* (2ª ed.) San José: Editorial Costa Rica.

**Reference materials**

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

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

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.

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

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.