



## **CIEE in Mérida, Mexico**

<b>Course name:</b>	Spanish Language - Intermediate II
<b>Course number:</b>	SPAN 2002 MEME
<b>Program offering course:</b>	Science and Society
<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**

In this course, intermediate-advanced Spanish language students will gain a broader cultural, lexical and grammatical foundation for their language studies, accompanied by an exploration of Yucatán culture, while using a communicative approach. Students will improve their faculties of expression and comprehension in Spanish, working on the development of both grammatical and communicative competences. They will learn idiomatic expressions and learn to identify and eliminate Anglicisms in their speech. By the end of this course, students will understand the principle points of clear texts and writings in standard language; produce simple and coherent texts about familiar topics in which there is a personal interest; describe experiences, events, wishes, and aspirations; justify their own opinions; and express plans for the future. The linguistic elements and vocabulary that are taught prepare students to deal with non-frequent topics and unpredictable situations.

### **Learning Objectives**

By the end of the course, students will be able to:

#### **Speaking:**

- Converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level.
- Handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.
- Narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time.

#### **Writing:**

To write compositions and simple summaries related to work and/or school experiences. They



can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level

Listening:

To be able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts

Reading:

To be able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge.

**Course Prerequisites**

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

**Methods of Instruction**

Communicative student-centered task-based approach. 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 written quiz with a focus on the grammatical/lexical content covered.
- Beyond grammatical points studied in class, a discussion and correction of the most common mistakes made by students will take place after every written quiz, constituting one of the foundations of the course.
- Lead to the development or review of other grammatical points, both simple and complex, as well as a recap of common phrases necessary to any kind of discourse.
- Students will be provided with extra material as homework to reinforce the grammatical and lexical aspects seen in the classroom and will be expected to do some guided but autonomous research on a given topic that will be presented at the end of each week.
- Each of the presentations and quizzes will count for the final grade.



### **Assessment and final grade**

1. Participation 20%
2. Daily Homework 10%
3. Oral Presentations in class and Weekly Projects 25%
4. Weekly Quiz (grammar/vocabulary) 20%
5. Final Test (Oral and Written) 25%

### **Course Requirements**

#### **Final Test**

There will be:

- A multiple choice grammar and vocabulary exercise (20%)
- A written test consisting of a reading exercise (20%) and a written assignment (30%)
- An oral test, consisting of an individual exercise and pair/group exercise (30%)

#### **Homework**

Students will be given written homework on a daily basis to reinforce the grammatical and lexical aspects covered in the classroom and will be checked by the instructor in class everyday. 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 of the course.

#### **Oral Presentations and Written Weekly Projects**

At the end of each week, students will have to present and deliver a presentation of their weekly project. 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 final grade of the course. Both the presentation and the written project will get 50 points, with a total of 100 points on Canvas. A rubric will be provided to specify standards.

#### **Weekly Assessments**

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

### **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 this is absolutely necessary to the effective functioning of the course as well as to individual 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. 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; <b>written warning</b>
More than 20%	3 content classes, or 5 language classes	Automatic <b>course failure</b> , and possible expulsion

### Weekly Schedule

Note: This schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities. Up to a maximum of 3 hours of classroom-guided activities will take place when needed, to put in practice the structures seen in the classroom within a real context and maximize their exposure to real linguistic situations.

#### **Week 1**

Class 1:1 Spanish in its variety

The scope of the course and instruction method will be presented. Students will express aspects of their own character: similarities, differences, tastes, etc. and share some past experiences regarding the variety of Spanish studied. By using different songs, students will be exposed to the different vocabulary and pronunciation of Spanish according to region.

Class 1:2 *Rioplatense* Spanish: particularities of Spanish in México and the Yucatán.

Phonetic, grammar and lexical singularities will be addressed as well as gestures and non-verbal communication. We will talk and share experiences and impressions about cultural differences while touring Mérida's Historic Center.

Class 1:3 Communication strategies in México.

Through different videos, images and experiences, students listen to different messages and dialogues. They will be exposed to the formal and informal registers, as they make a revision of present tense (regular and irregular verbs). Some communicative strategies will also be addressed (as the participants' roles and "speaking turns").

Class 1:4 What do we talk about in Mérida?



Students will get to know to some norms & values from the cultural local environment. Texts and triggers will make them give their opinion, talk about prohibition or taboo themes while using impersonal structures. They will also compare and contrast with their origin country.

By the end of the week, students will write a blog entry about their first impressions of Mérida focusing on people's habits, cultural values and norms, and experiences.

Reference material: Custom material provided by CIEE Mérida staff.

## **Week 2**

Class 2:1 Icons & heroes of the Yucatán

Through different biographical texts and short videos students will get to know relevant characters of the local culture and important historic events. By doing so, they will make a revision of the past tenses in the indicative mode. The subtle differences between the past tense and their uses and contextual meanings will be specially addressed.

Class 2:2 Popular culture of the Yucatán I

Students will recognize different para-textual elements to best comprehend oral and written discourse on the cultural industry of the region and country. They will be exposed to authentic narrative and descriptive fictional formats like short stories, legends and myths.

Class 2:3 Popular culture of the Yucatán II

Students will be introduced to temporal, spatial, causal and consecutive connectors and other discursive organizers to best comprehend and produce oral and written narrative and exhibitively-explicative discursive formats. They will make a summary and report of a short movie or text.

Class 2:4 Weekly assessment 1

Students will sit to the 1st weekly quiz about previously seen content. They will research on a cultural topic that best reflects some aspects of Mexican culture and orally present the main features.

Reference material: Custom material provided by CIEE Mérida staff.

## **Week 3**

Class 3:1 What are they trying to say?



By being exposed to advertisements, signs, and instructions and by listening to everyday conversation recordings, students will recognize the communicative uses of commands in different discursive genres. They will also explore the surroundings of the Historic Center to collect more examples or expressions on how to give instructions.

Class 3:2      Talk to me about everything.

Students will be introduced to some uses of the pronominal system in Spanish by distinguishing the functions of subject and direct and indirect object. They will make a revision on the complete imperative mood and consolidate the structure when accumulation of pronouns. They will make oral interventions using these structures orally to give suggestions and commands.

Class 3:3      My dream city.

Students will be introduced the express predictions and hypothesis in different language use situations. They will learn the full morphology of the conditional and the future simple tense. They will use the contrast between the simple future and the periphrastic future in different language use situations, to best express the perfect Yucatán city of the future.

Class 3:4      Weekly assessment 2

Students will sit to the 2nd weekly quiz about previously seen content. Then they will create an advertisement giving advice and recommendations on healthy habits and lifestyle.

Reference material: Specially done material by CIEE Mérida staff for this course.

#### **Week 4**

Class 4:1      Challenges of México today

Students will learn the use of subjunctive in present to express future in temporary clauses. They will be introduced to the morphology of the subjunctive mood and produce oral and written texts on how they evaluate the future of the nation.

Class 4:2      How to make Mérida better?

Students will learn to express desire, need and request in the subjunctive mood. They will consolidate the use of mandatory uses of subjunctive in the present. They will also address the uses of infinitive structures and express wishes, intentions and goals for the community by writing a short text after the city's campaign to improve Mérida.



Class 4:3      A city guide.

Students will learn to express recommendation and instructions in different contexts, mainly addressing the formal discourse. They will also learn how to express cause and purpose using subjunctive structures. An audio guided tour video or visit of an emblematic building will serve as guides to make their own audio itineraries of the city or a chosen building.

Class 4:4      Weekly assessment 3

Students will sit to the 3rd weekly quiz about previously seen content. Then they will create and write a formal and argumentative letter to the city government.

Reference material: Specially done material by CIEE Mérida staff for this course.

## **Week 5**

Class 5:1      Common discussion topics of México

Students will be exposed to oral and written productions of argumentative discursive formats. They will address a current discussion topic of México. Students will also be introduced to the different uses of Indicative and Subjunctive modes in complex structures.

Class 5:2      Agree or disagree?

By listening to short interviews and reports, students will express personal appreciation, opinions, evaluations, doubt and possibility. They will consolidate structures that manifest agreement and disagreement, and be introduced to the preterit perfect in the subjunctive.

Class 5:3      Working with local newspapers.

Students will work with concessive clauses and argumentative connectors in oral and written texts. They will work with local newspapers to learn on different current matters and to express their opinions on different topics.

Class 5:4      Weekly assessment 4

Students will sit to the 4th weekly quiz about previously seen content. After researching the main newspapers, they will then write a short essay on a current topic.

Reference material: Specially done material by CIEE Mérida staff for this course.

## **Week 6**



Class 6:1 Yucatán culture and literature

Students will read portions of local literature and debate on socio-cultural aspect of Spanish. They will also be exposed to critical evaluations and opinions in Spanish.

Class 6:2 Retelling my experience of Mérida

Students will be introduced to the recounting discourse and the uses of quoting the voice of others. They will learn different and appropriate speaking verbs and learn the construction of the indirect style.

Class 6:3 Revision and doubts. Mock exam for practice.

Class 6:4 Final Evaluation.

### **Course Materials**

Reference materials will be provided on site by CIEE Mérida Spanish Language Instructors