



## CIEE in Monteverde, Costa Rica

<b>Course name:</b>	Spanish Language, Advanced III
<b>Course number:</b>	SPAN 3003 MVCR
<b>Programs offering course:</b>	Tropical Ecology and Conservation
<b>Language of instruction:</b>	Spanish
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45 hrs.
<b>Term:</b>	Spring 2019
<b>Course meeting times:</b>	2:30 pm - 5:30 pm (see dates below)
<b>Course meeting place:</b>	Centro Panamericano de Idiomas
<b>Professor:</b>	Digna Rodríguez Bustos, Academic Coordinator

### Contact Information

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<b>Office address:</b>	CPI, 100 m west of the gas station, Cerro Plano.
<b>Office hours:</b>	8 a.m. - 5 p.m.

### Course description:

Advanced Spanish Language III 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. Each class period has a theme around which lessons and activities are centered. 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:

Upon completion of this course, the student will

- 1) have an enhanced understanding and improved use of Spanish grammar acquired in previous experiences with Spanish (e.g., SPAN 3002 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 3002 MTVE)

The student will also acquire

- 3) an enhanced understanding and improved use of grammatical content, including: indicative mode and subjunctive mode in temporary sentences; indicative mode and



subjunctive mode in direct object substantive subordinate clauses with feelings in past and future, with verbs of will and influence; indicative mode and subjunctive mode in dependent clause with understanding; subjunctive mode in sentences with undefined background; casual sentences, consecutive sentences, and concessive sentences; interrogative clauses in indirect speech; combination of direct and indirect speech in the same story indirect speech: sentences concerning the present, future, and dual construction adjectives; idiomatic expressions with *ser* and *estar*; sentences with *ser*, *estar*, *parecer* + nouns, adjectives, adverbs + *que*; passive voice: *ser* as procedure and *estar* as result; difference between *entre* and *haber*, the augmentative form, diminutive form, and derogatory form; *tú*, *usted* and *vos*; imperative direct and indirect objects; adversative conjunctions; accentuation: oxytones, paroxytones, and proparoxytones.

- 4) an expanded vocabulary, including words and phrases related to: Idiomatic expressions related with the human body and personalities, life stages, social structures, generations, power relationships, community, beliefs, attitudes, ethnic groups, heritage, income, social behavior, the workplace, careers, student residences, fellowships and funding, derogatory adjectives, flora and fauna, endangered animals, ecology, ecosystem, sustainable, deforestation, environmental quality, waste collection, recycling systems, biodegradable products, garbage collection, fresh water, childhood and adolescence, matriarchal and patriarchal systems

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

- 5) distinguish different connotations in colloquial Spanish.
- 6) talk about green (sustainable) practices in the past and present.
- 7) discuss how the Costa Rica society has changed over time in environmental attitudes, etc.
- 8) analyze the environmental, social, and historical significance 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:**

Students are evaluated on:

- a. Attendance 5%



b. Preparation	5%
c. Participation	5%
d. Oral presentation	5%
e. Quizzes	20%
f. Reading comprehension of the book (quizzes)	10%
g. Homework	20%
h. Final exam	<u>30%</u>
	<b>100%</b>

### **Course Requirements**

- a. Attendance (5%): 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.
- b. Preparation (5%): 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.
- c. Participation (5%): 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.
- d. Oral presentation (5%): 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.
- e. Quizzes (20%): During the semester there will be four quizzes covering vocabulary and grammar, and will include simple essays.
- f. Reading comprehension (10%): During the course students will read the novel *La Loca de Gandoca*, and reading comprehension will be assessed with four quizzes.
- g. Homework (20%): 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.
- h. Final exam (30%): 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).



## **Weekly Schedule:**

### **Week 1**

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

### **Week 2**

**Theme:** Costa Rican family

**Grammar:** Irregular verbs, all past tenses (simple past, past progressive, past perfect, past perfect progressive). Contrasting uses of *ser* and *estar*. Dual construction adjectives. Idiomatic expressions with *ser* and *estar*. Passive voice: *ser* as procedure and *estar* as result. Difference between *entre* and *haber*. Oxytones, paroxytones, and proparoxytones.

**Vocabulary:** Idiomatic expressions related with the human body and personalities, life stages, social structures, generations, power relationships, community, beliefs, attitudes, ethnic groups, preferences, heritage, income, social behavior

**Cultural note:** *Amarrar el perro. No es vara. Un tirito. Ponerse las pilas.*

**Reading comprehension:** “*Familia costarricense-historia*”. “*Familia costarricense-tamaño y noción*”. “*Familia costarricense-papel del Estado*”.

**Activity:** Introductions. Describe physical and psychological aspects of people. Express surprise and amazement. Make judgments. Correct wrong information. Express doubt and reservation. Describe in detail household items. Describe or recall past situations. Talk about past, present, or future circumstances of a temporary fact. Video: “*Abuelos*”. Song: *La Chola*

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

### **Week 3**

**Theme:** Work and Education

**Grammar:** Augmentative form, diminutive form, and derogatory form. Casual sentences. Consecutive sentences. Concessive sentences.

**Vocabulary:** The workplace, careers, student residences, fellowships and funding, derogatory adjectives

**Reading comprehension:** “*Educación en Costa Rica*”. “*La carreta típica*”

**Cultural note:** *Hacerse bolas. Echar el cuento. Güila. Jale. Joder. Empuncharse.*

**Activity:** Recognize elements of composition. Describe places, objects people and things. Distinguish different connotations in colloquial Spanish (*momentico, ratico, ahorita, segundito*). Make judgments and assessments of facts. Express hypotheses, probability. Repeat, recount and summarize what has been said. Express consent. Song: “*La Guitarra*”.



**Assignments and exams:** Quiz No. 1. Reading comprehension No. 1 (*CPI Tareas # 3*, pp. 11-34)

#### **Week 4**

Students on field trip #2: No Spanish classes

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

#### **Week 5**

Students on field trip #2: No Spanish classes

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

#### **Week 6**

**Theme:** Work and Education

**Grammar:** adversative conjunctions; *tú, usted* and *vos*

**Vocabulary:** The workplace, careers, student residences, fellowships and funding, derogatory adjectives

**Reading comprehension:** “*La zafra en Costa Rica*”

**Activity:** Recognize and compare different pronouns in the press. Discuss *Única Mirando al Mar*

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

#### **Week 7**

**Theme:** Costa Rican Ecology

**Grammar:** Past perfect and pluperfect tense in indicative mode. Perfect present and past tense in subjunctive mode.

**Vocabulary:** Flora and fauna, endangered animals

**Cultural note:** *Hacerse el chancho. No darle la gana. Meter la pata. Lancear*

**Activity:** Refer to an unknown and known history. Emphasize a fact. Relate events and historical events. Express regret. Discuss *Única Mirando al Mar*.

**Assignments and exams:** None.

#### **Week 8**

**Theme:** Costa Rican Ecology



**Grammar:** Past perfect and pluperfect tense in indicative mode. Perfect present and past tense in subjunctive mode.

**Vocabulary:** Flora and Fauna, endangered animals.

**Activity:** Refer to an unknown and known history. Emphasize a fact. Relate events and historical events. Express regret. Song: “*Y quién siembra destrucción*”. Discuss *Única Mirando al Mar*.

**Assignments and exams:** Quiz No. 2.

### Week 9

**Theme:** Costa Rican Ecology.

**Grammar:** Simple and continuous past tense in the indicative mode. Past progressive and pluperfect past in subjunctive mode.

**Vocabulary:** Natural phenomena and natural disasters.

**Activity:** Express changes and transformations. Discuss results of an event. Talk about usual actions. Talk about green (sustainable) practices in the past and present. Game: “*Animales en peligro de extinción*”.

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

### Week 10

**Theme:** Costa Rican Ecology. Role of Costa Rican man and woman. Cooking class.

**Grammar:** Imperative direct and indirect objects. Subjunctive mode: Impersonal sentences, sentences of doubt. Uses of indicative mode and subjunctive mode in temporary sentences. Uses of indicative mode and subjunctive mode in direct object substantive subordinate clauses with feelings in past and future, with verbs of will and influence.

**Vocabulary:** Ecology, ecosystem, sustainable, deforestation, environmental quality, waste collection, recycling systems, biodegradable products, garbage collection, fresh water

**Reading comprehension:** “*Cielo liquid*”, “*Cuestiones de género*”.

**Activity:** Rate a past time or season and relate it with the present. Express causes and consequences of an event. Express doubt about general facts. Express pain, grief, and frustration. Game: “*Contaminación*”. Discuss *Única Mirando al Mar*.

**Cultural note:** *Írsele la onda. Sacarse el clavo. ¡Qué vacilón! Batear.*

**Assignments and exams:** None.



### Week 11

Students on field trip #3: No Spanish classes

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

### Week 12

Students on field trip #2: No Spanish classes

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

### Week 13

**Theme:** Roles of Costa Rican men and women

**Grammar:** Uses of indicative mode and subjunctive mode in dependent clause with understanding. Language and perception verbs. Subjunctive mode in sentences with undefined background. Indirect speech: correlation between times, concerning the present, the future, and the time. Interrogative clauses in indirect speech. Combination of direct and indirect speech in the same story.

**Vocabulary:** Childhood and adolescence, professions, public and private services, transport, matriarchal and patriarchal systems, gender.

**Reading comprehension:** “*Comentarios de la lectura: cuestiones de género*”.

**Activity:** Expressing causes and consequences. Interpret and convey what the other said. Video: “*Por eso no tienes novio*”. Debate: Opportunities for men and women in Costa Rica versus your own country

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

### Week 14

**Theme:** Roles of Costa Rican men and women

**Grammar:** Simple and complex conditional. Sentences with *ser*, *estar*, *parecer* + substantives, adjectives, adverbs + *que*.

**Vocabulary:** Domestic activities, university majors, professions

**Activity:** Express condition and formulate hypotheses. Argue and justify the ideas of your own and others. Talk about society and changes in society over time. Discuss *Única Mirando al Mar*.

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

### Week 15

**Assignments and exams:** Final Exam

### **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.