



## **CIEE Global Institute – Monteverde**

<b>Course name:</b>	Survival Spanish
<b>Course number:</b>	NONCR SPAN BAAR
<b>Programs offering course:</b>	Monteverde Open Campus Block Program
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	0
<b>Contact hours:</b>	15
<b>Term:</b>	Spring 2020

### **Course Description**

This course is designed for students with zero semesters of college-level Spanish. The goal of this beginning language course is to bring students to communicative competency in the Spanish language and to facilitate their immersion in a Spanish-speaking environment. The course provides the linguistic tools necessary for students to make themselves understood as well as to enable them to gain a better understanding of the way of life in Monteverde. Successful communication is the main goal. Throughout the course, lessons will be sequenced from presentation activities to guided practice activities to communicative activities, such as simple role-playing, interactive tasks, etc.

### **Learning Objectives**

This course is designed to:

- Develop students' practical knowledge of the Spanish language.
- Allow students to function in "everyday situations" (i.e. restaurants, shops, ticket inspections, dorm, etc.) so as to allow greater integration with Spanish culture and society.
- Promote greater confidence in speaking Spanish.
- Provide the most basic foundation necessary for gaining conversational ability by limiting the amount of formal grammar study to the minimum, and focusing instead on situations, pronunciation, and understanding of basic phrases.

Upon completion of this course, students reach the following levels:

- Listening - Student can understand familiar words and very basic phrases, concerning him / herself; his / her family and immediate surroundings when people speak slowly and clearly.
- Reading - Student can understand familiar names, words and very simple sentences, for example, on notices and posters or in catalogues.
- Spoken Interaction - Student can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help him / her formulate what he / she is trying to say. He / she can ask and answer simple questions in areas of immediate need or on very familiar topics.
- Spoken Production - Student can use simple phrases and sentences to



describe basic information about him / herself, ask very basic questions and provide basic answers.

- Writing - Student can fill in forms with personal details; for example entering his / her name, nationality and address at a hotel registration.

### **Methods of Instruction**

This course centers on students' participation and active practice of elementary grammar, vocabulary and expression. Assessment is regular and designed to reinforce learning. Students will be required to complete short everyday tasks outside the class. Guided out-of-class activities will take place when necessary to have a real linguistic contact with locals and reinforce the structures covered in the classroom.

### **Assessment and Final Grade**

Students be able to obtain one of two grades: Pass or Fail.

1.	Participation	20%
2.	Role Playing	20%
3.	Homework Assignments	20%
4.	Vocabulary Quizzes	20%
5.	Final Project	20%
	TOTAL	100%

### **Course Requirements**

#### **Role Playing**

As a means to both assess students' learning and prepare them for real situations outside the classroom, the last task in two class sessions will consist of a role play in which students practice the phrases they learned that week.

#### **Homework Assignments**

There will be several kinds of homework assignments, such as watching videos or interviewing locals, playing games, or going on excursions and taking notes.

#### **Vocabulary Quizzes**

There will be two quizzes on vocabulary and basic reading and listening skills. All language items will be tested through simple, contextualized tasks.

#### **Final Project**

As this course focuses on oral language skills, the final project will be a short sketch that students write and perform in class, based on what they have learned in the course and their experiences in Monteverde.



## **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.

## **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 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 Open Campus Semester classes</i>	<i>Minimum Penalty</i>
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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.

#### **Week 1      Orientation Week**

Class 1:1      Introductions

By the end of this class, the students will be able to introduce themselves, spell their own names for clarification when necessary, ask typical questions for introduction and give simple short answers. The key vocabulary of this class will vary depending on students' needs. For grammar, a brief explanation of structures of simple questions and short answers will be provided.

- ❖ Homework Assignment:
  - Attempting a conversation in Spanish with local people (someone from CIEE, someone in the neighborhood, someone they met), taking notes and reporting on the conversation in the following class.
  - Going to a supermarket or grocery store and bringing *un recibo* to class.

#### **Week 2**

Class 2:1      We Love Eating

Students will report to class the different kinds of conversations they had with local people. They will explain what happened, share their use of the sentences learned in class, and any other expressions or words. They will also introduce cultural aspects they noticed during the conversations, such as gestures and other body language. Aspects of Costa Rican culture relating to food and eating, such as eating habits, meal times, and typical dishes, will be discussed. Students



will engage in an in-class role play imitating a situation in a restaurant and/or otherwise related to food and eating habits. Students will also tour together a local fruit and vegetable street market, getting hands-on practical experience in asking questions and using the vocabulary learned in class.

- ❖ Role Play 1
- ❖ Homework Assignment:
  - Food project: take pictures of food in a restaurant or market; research the names, ingredients and other information about the new food; share the pictures and the information found in a discussion group before the next class.

### Week 3

#### Class 3:1 Solving Problems

The main goal of this class is to provide simple phrases that will be useful to solve problems. Some sentences like “*Tengo un problema*” “*¿Puede ayudarme?*” and verbal forms such as “*Necesito / Tengo que/ No puedo / No encuentro / No tengo*” will be introduced. Typical, frequently occurring problems will be discussed, specific language structures will be presented and practiced through role plays. The students will also learn very basic, frequently needed abbreviations.

- ❖ Quiz 1
- ❖ Homework Assignment:
  - During the week, take turns pretending to need help with something and send a text message to the class group using social media. Give suggestions and comments in Spanish to help each other. The instructor will monitor and provide help if necessary.

### Week 4

#### Class 4:1 *Buenos Días, Monteverde*

By the end of this class students will be able to read addresses in Spanish, ask questions about the location of schools, churches, businesses, forest reserves, lookouts, and other important features of the natural and built environment of Monteverde. Maps will be useful to help students visualize and learn more about the community they are in. The class will be run mainly on the street, to involve the students in real-life situations. Some grammar notions will be introduced: prepositions and article before names of places, gender of certain names of places and neighborhoods in Monteverde, and the structure of frequently asked questions (“*Dónde queda / Dónde está*”). On the excursion, the students will form small groups and go to key areas and photograph landmarks.



- ❖ Quiz 2
- ❖ Homework assignment:
  - Matching exercises on vocabulary
  - Group Project (in pairs or trios): gather key information about the most landmarks or sites in Monteverde. Each project will be presented to all students, who will then choose one for their visit.

## Week 5

### Class 5:1 *¿Cómo llego?*

The students will work in groups sharing maps and practicing together language learned in previous lessons. The session's focus will be on how to ask for directions. The goal is to be able to understand directions in Spanish and ask for clarification or check information. Another key issue to be explored in this class is how to use the bus service between San Luis and Monteverde. Students will focus on phrases and keywords in possible questions and answers, such as names and landmarks.

- ❖ Role Play 2
- ❖ Homework Assignment:
  - Matching exercises on vocabulary and the questions
  - Take the bus from San Luis to Monteverde; ask the driver for directions to a Monteverde location and go there.

## Week 6

### Class 6:1 Final Project: Living and Learning in Monteverde

Students will develop an oral presentation using the most relevant structures and lexical elements for successful communication with regard to the selected topic. They have to describe, narrate, compare, ask questions and give answers, provide explanations and make excuses, and explain what they need or what they are looking for. Topic options include: looking for monkeys; I need a coffee; feeding the farm animals; weeding the garden; hiking in the forest; why I love *gallo pinto*.

## Readings

No specific readings are planned for this course, but there are online references and media resources that the instructor will use. Instructor will make all materials or links available via e-mail, Canvas, or as handouts.

### **Online Resources**

- Guías Costa Rica. (2015). <http://quiascostarica.info/>
- La Nacion. (2015). Noticias nacionales. <http://www.nacion.com/nacional/>
- Real Academia Española. (2015). Consultas lingüísticas.  
<http://www.rae.es/consultas-linguisticas/departamento-de-espanol-al-dia>
- Seminario Universidad. (2015). Noticias. <http://www.semanariouniversidad.ucr.cr/noticias.html>

### **Media Resources**

- Flash Cultura en Costa Rica. (2008). <https://www.youtube.com/watch?v=Bf0eJXgCPas>
- Patrimonio Intangible de Costa Rica (Nuestra Cultura Viva) I Parte (2013).  
[https://www.youtube.com/watch?v=NJJVZVMh\\_DI](https://www.youtube.com/watch?v=NJJVZVMh_DI)
- Símbolos de Costa Rica. (2013). <https://www.youtube.com/watch?v=awED>