



## **CIEE Global Institute-Monteverde**

<b>Course name:</b>	Spanish Language Beginning I
<b>Course number:</b>	SPAN 1001 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>	Spring 2020

### **Course Description**

This course is for students with one or two semesters of college-level 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 can 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**

- Develop the basic standards to comprehend and produce communicative Spanish speeches in the form of oral interventions and written compositions.
- Apply grammatical structures needed to accomplish given communicative tasks, as well as the vocabulary and relevant information about the context (cultural awareness).
- Construct communicative speeches that allow for exchange with native speakers on simple, practical subjects regarding everyday life and the personal sphere.

### **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 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.

### **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**

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 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**

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.



Reference material: *CIEE Libreta de Español para Principiantes*

**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.

Due: Daily homework.

Reference material: *CIEE Libreta de Español para Principiantes*

**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.

Due: Daily homework.

Reference material: *CIEE Libreta de Español para Principiantes*

**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.

Due: Oral Presentation and Written Weekly Project: “My Family”

Reference material: *CIEE Libreta de Español para Principiantes*

**Week 2:**

**Class 2:1:** Describe the University Neighborhood.

Students will take a field trip to the university area where they explore Study Center neighborhood and find out what it has to offer. 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.

Due: Daily Homework.

Reference material: *CIEE Libreta de Español para Principiantes*

**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 city’s public transportation system and will have to make suggestions for hypothetical commutes.



Due: Daily Homework.

Reference material: *CIEE Libreta de Español para Principiantes*

**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 nature reserves.

Due: Daily Homework.

Reference material: *CIEE Libreta de Español para Principiantes*

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

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

Reference material: *CIEE Libreta de Español para Principiantes*

**Week 3:**

**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.

Due: Daily homework.

Reference material: *CIEE Libreta de Español para Principiantes*

**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.

Due: Daily Homework.

Reference material: *CIEE Libreta de Español para Principiantes*

**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*.



Due: Daily Homework.

Reference material: *CIEE Libreta de Español para Principiantes*

**Class 3:4:** My Favorite Food in Costa Rica and My Favorite Meal.

Students will present a two-step project. In the first part, they share their favorite dishes that they have enjoyed in Costa Rica. In the second part, they will 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.

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

Reference material: *CIEE Libreta de Español para Principiantes*

**Week 4: Project:**

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

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

Due: Daily homework.

Reference material: *CIEE Libreta de Español para Principiantes*

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

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

Due: Daily homework.

Reference material: *CIEE Libreta de Español para Principiantes*

**Class 4:3:** Go on a shopping spree

In this class, the grammatical focus will be on the past tense (preterit=simple past) and placing events in sequence. The students learn the morphologic structure of irregular and regular forms in the past

Due: Daily homework.

Reference material: *CIEE Libreta de Español para Principiantes*

**Class 4:4:** My personal shopping list.

Students will learn about different companies and local products from Costa Rica. They will compare handicrafts from different regions of Costa Rica and Central America. After this, they will write a personal list of wish places to visit and crafts to learn about.

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

Reference material: *CIEE Libreta de Español para Principiantes*

**Week 5:**

**Class 5: 1:** Tourism Attractions in Costa Rica

Students will research and identify both mainstream as well as more unusual tourist and/or cultural attractions in Costa Rica.

Students will plan a hypothetical weekend excursion for their parents or friends, involving a visit to a special ecosystem. They will make a budget and justify their choices. They will



then talk about a real experience.

Due: Daily homework.

Reference material: *CIEE Libreta de Español para Principiantes*

**Class 5: 2:** Suggesting a Plan for Going Out: Accepting / Refusing an Invitation

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

Due: Daily homework.

Reference material: *CIEE Libreta de Español para Principiantes*

**Class 5: 3:** Visit to Monteverde Cloud Forest.

Students will visit the Monteverde cloud forest make a scavenger hunt of characteristic species of the ecosystem

Due: Daily homework.

Reference material: *CIEE Libreta de Español para Principiantes*

**Class 5: 4:**

Students will be exposed to different tourist blogs, leaflets and brochures. They will learn about different cultural activities in Costa Rica and decide a plan for their weekend. They will also make a presentation of the cultural life in Costa Rica and they will sit for the weekly test.

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

Reference material: *CIEE Libreta de Español para Principiantes*

**Week 6**

**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 preterite and imperfect tenses.

Due: Daily homework.

Reference material: *CIEE Libreta de Español para Principiantes*

**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 preterit and imperfect tenses.

Due: Daily homework

**Class 6: 3:** Review

The students will do a general review in preparation for the Final Test. They will sit for a mock exam and correct them together.

Due: Review for exam.

**Class 6: 4:** Final Test



The students will take the Final Test.

Due: Final Exam

### **Course Material**

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

### **Textbook and workbooks:**

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

### **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.