



CIEE Global Institute – Monteverde, Costa Rica

Course name:	Spanish Language – Intermediate I
Course number:	SPAN 2001 MOCR
Programs offering course:	GI Monteverde
Open Campus Track:	Language, Literature and Culture
Language of instruction:	Spanish
U.S. semester credits:	3
Contact hours:	60
Term:	Spring 2020

Course Description

This course is designed for students with two to four semesters of college-level Spanish. The primary objective of this intermediate course is to allow students to achieve maximum communicative competence in the Spanish language and immersion in Costa Rican life.

Learning Objectives

By completing this course, students will be able to:

- Understand the main points of texts on familiar matters (for ex., studies, leisure, etc.)
- Produce simple connected texts on topics that are familiar or of personal interest.
- Describe experiences and events, hopes and ambitions, and to give reasons and explanations for opinions and plans.
- Understand oral discourse if it is spoken slowly and the topics are familiar.
- Understand the characteristics of Costa Rican Spanish in different socio-cultural, immersive contexts.

Course Prerequisites

Beginning Spanish II or equivalent.

Methods of Instruction

Sessions will have a communicative focus. In the classroom, dialogues, role plays, and conversations will emphasize the fostering of student's learning.



Students will work with a booklet of original materials specially designed for the course, including written exercises, short texts, visual supports, etc.

In every class, students will have a homework related with topics of the class (including written and practical exercises, readings, short interviews, and other activities).

Every week will be organized with topics to develop a project at the end. Also, students will take a quiz and present the weekly project to the rest of the class.

Assessment and Final Grade

1.	Quizzes (4)	20%
2.	Oral Presentations (4)	20%
3.	Written Compositions (4)	20%
4.	Daily Homework	10%
5.	Final Exam	20%
6.	In-class Participation	10%

Course Requirements

Quizzes (4)

There will be brief quizzes in the second, third, fourth and fifth week that cover content covered in class.

Oral presentations (4)

There will be 4 oral presentations in the second, third, fourth and fifth week. These oral presentations will be evaluated according to fluency, pronunciation, use of grammar according to the contents in class.

Written compositions (4)

Students will write 4 compositions of 375 words each one, which will be evaluated considering correct use of grammar reviewed in classes, adequate vocabulary and cohesion. Instructions will be given in class by the teacher. These will cover the week's topic.

Daily Homework

Every class students will have homework assignments drawn from *La Loca de Gandoca* OR from *Libreta de Tareas 2*, to be turned to the teacher on the following session. These are short-answer questions.



Final exam

This is a comprehensive examination, which will explore contents and skills reviewed and practiced throughout the course, including grammar, vocabulary, reading and listening comprehension, and composition. An oral section will be included.

Participation

Participation is valued as a 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. Students are expected to speak the majority of the time in Spanish.

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>
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

Week 1
Class 1:1 **Orientation Week: Costa Rica in the past**
 In the first class, students will be introduced to an overview of the course: materials used, evaluations, site visits, method of instruction, etc. Pronunciation will be explored. Students will introduce themselves talking about likes, dislikes, real and host family, original city, university, career. As a warm up activity, they will play recognizing their classmates.

- Contents:
- Present tense
 - Introduction
 - Verb *gustar*
 - *Ser* and *estar*

Readings:
CIEE Libreta de Tareas 2
La Loca de Gandoca

Class 1:2 Students will talk about their knowledge about Costa Rican history, using past tenses. They will read a brief text about the same subject.



They will practice past tenses writing a composition and playing a game discovering famous people with photos of their childhood.

Contents:

- Past Tense and imperfect conjugations (regular and irregular verbs)
- Uses of Past tense
- Uses of imperfect for descriptions, habits.

Readings:

CIEE Libreta de Tareas 2
La Loca de Gandoca

Assessments:

Daily Homework

Class 1:3 Students will learn about Costa Ricans authors of the past and present. They also will read a biography of a notorious Costa Rican person of the past.

Contents:

- Uses of imperfect for progressive actions, intentions.

Readings:

CIEE Libreta de Tareas 2
La Loca de Gandoca

Assessments:

Daily Homework

Week 2

Class 2:1 **Biological and Cultural diversity in Monteverde**
Students will talk about their knowledge of Monteverde, including biological and cultural diversity. They will practice vocabulary to make plans to participate in cultural activities or outings to nature reserves. As a role-play, they will learn how to refuse/accept an invitation, and make recommendations, and choosing between activities/actions.

Contents:

- Comparative/superlative forms
- Conditional form
- Se impersonal structure

Readings:

CIEE Libreta de Tareas 2
La Loca de Gandoca

Assessments:

Daily Homework
Written composition #1

Class 2:2 Students will visit the Monteverde Reserve to learn about the biodiversity there. They will develop skills to describe the settings, express likes/dislikes, etc.



Readings:

CIEE Libreta de Tareas 2
La Loca de Gandoca

Assessments:

Daily Homework

Class 2:3 During this session, students will present their Oral Presentation #1. Also, they will have a quiz about contents up until this point.

Assessments:

Quiz #1
Deliver Oral Presentation #1

Week 3 **Tourism in Monteverde**

Class 3:1 Students will discuss recommendations for tourists in their first time in Monteverde, justifying their decisions.

Contents:

- Conditional form
- Uses of *ya que, porque, a causa de*, etc.
- Descriptions
- Imperative form

Readings:

CIEE Libreta de Tareas 2
La Loca de Gandoca

Assessments:

Daily Homework
Written Composition #2

Class 3:2 Students will discuss sustainability aspects of tourism in Costa Rica. They also will think about what kind of things they would recommend to do or not do to as a tourist in Monteverde or Costa Rica.

Contents:

- Conditional form
- Expressions of courtesy
- Conjugation of present tense of subjunctive

Readings:

CIEE Libreta de Tareas 2
La Loca de Gandoca

Assessments:

Daily Homework

Class 3:3 #2. During this session, students will present Oral Presentation #2, and take Quiz #2.

Assessments:

Quiz #2

Deliver Oral Presentation #2

Week 4 Women in Monteverde

Class 4:1 Students will visit CASEM, which is a women artisan's cooperative to learn its history and current focus. They will practice descriptions, uses of past tenses, and learn terms related to handicrafts and the local economy.

Contents:

- Present perfect tense (conjugation and uses in Costa Rica).
- Use of subjunctive with verbs that express emotions.

Readings:

CIEE Libreta de Tareas 2
La Loca de Gandoca

Assessments:

Daily Homework
Written Composition #3

Class 4:2 Students will reflect about women in the economic development of Monteverde, and making comparisons with the role of women in economic development in the US. They will do role-play for buying handicrafts at CASEM.

Contents:

- Present perfect tense (conjugation and uses in Costa Rica).
- Use of subjunctive with verbs that express emotions.

Readings:

CIEE Libreta de Tareas 2
La Loca de Gandoca

Assessments:

Daily Homework

Class 4:3 #3 During this session, students will present Oral Presentation #3, and take Quiz #3

Assessments:

Quiz #3
Deliver Oral Presentation #3

Week 5 Your plans

Class 5:1 Students will create a list of things they still want to do before leaving Monteverde. They will share the list to the rest of the class and make comparisons. They will do a role-play making plans with friends for their last days in Costa Rica.

Contents:

- Future tense
- Justifications



Readings:
CIEE Libreta de Tareas 2
La Loca de Gandoca

Assessments:
Daily Homework
Written Composition #4

Class 5:2 Students will go to the local chamber of tourism and converse with individuals about future plans.

Content:

- Future tenses
- Conditional tenses
- Subjunctive tenses

Readings:
CIEE Libreta de Tareas 2
La Loca de Gandoca

Assessments:
Daily Homework

Class 5:3 During this session, students deliver an oral presentation. Also, they will have a quiz about contents up until this point in time.

Assessments:
Quiz #4
Oral Presentation #4

Week 6 Your experience in Monteverde

Class 6:1 Students will talk about their experience during their stay in Monteverde, referring to their feelings, things that they liked the most, and making comparisons with their classmates. They will share their best experience, their least favorite experience, and they will practice past tenses. Students will talk about their future plans.

Contents:

- Present perfect tense
- Past tense
- Imperfect tense
- Future tense
- Imperfect subjunctive
- If-clauses

Class 6:2 During the session, the instructor will review of all the contents of the course, and answer questions.

Class 6:3 **Final Exam**



Course Material

Learning material will be provided by CIEE-Monteverde. This will include copies of the textbook, workbooks, and the novel, *La Loca de Gandoca*.

Textbook and workbooks:

CIEE Libreta de Tareas 2: exercises, verbs, vocabulary, readings, and links and guides to online resources.

Rossi, C. (2009). *La Loca de Gandoca* (2^a ed.), San José: Editorial Legado.

Reference materials

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

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

Grupo Editorial Océano (1997). *Diccionario Océano de Sinónimos y Antónimos* (1^a ed.), Barcelona: Editorial Océano.

Instituto Cervantes (2011). *Cervantes.es. Las culturas hispanas en internet*, Madrid.

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

Quesada, M. (2002). *El Español de América* (2^a ed.), Cartago: Editorial Tecnológica de Costa Rica.

RAE (2010). *Ortografía de la lengua española* (1^a ed.), Madrid: Editorial Espasa.

RAE y Asociación de Academias de la lengua española (2005). *Diccionario panhispánico de dudas*, Bogotá: Santillana Ediciones Generales, S.L.