

**CIEE Study Center  
Monteverde, Costa Rica**

<b>Course name:</b>	Spanish Language, Advanced I
<b>Course number:</b>	SPAN 3001 MVCR
<b>Programs offering course:</b>	Tropical Ecology & Conservation
<b>Language of instruction:</b>	Spanish
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45 hrs
<b>Term:</b>	Spring 2018
<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 I 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. 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 2003 MVCR)
- 2) have improved use of the Spanish vocabulary as well as Costa Rican expressions (*Costarricenseños*) acquired in previous experiences with Spanish (e.g., SPAN 2003

MVCR)

The student will also acquire

- 3) an enhanced understanding and improved use of grammatical content, including, including: copulae (linking verbs); simple present in conjunctive mode; simple present in subjunctive mode; progressive of the subjunctive mode; imperfect in subjunctive mode: *si* and *como si*; past perfect in subjunctive mode; uses of *ya*, *todavía*, *aún* and *todavía no*; uses of *se*; uses of *desde* and *desde hace*; exclusive reflexive verbs; periphrasis with infinitive, participle, and gerund; verbs of change or becoming; verbs of desire; verbs of emotion; the verbs *llevar*, *hacer*; gerunds and infinitives; infinitives as nouns; concluding sentences {*para que*, *a fin de que*, *con tal de que*}
- 4) an expanded vocabulary, including words and phrases related to: seasoning, spices, and other condiments, demonyms, languages, Costa Rican scholarship system, level of schooling, universities, dormitories, faculties, majors, nouns derived from verbs

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

- 5) describe common actions in a country or by a group or an individual during a given period.
- 6) warn against an action, and warn about dangers, diseases, and future uncertainty.
- 7) express moods, judgments, fear, worry, or tastes.
- 8) recount the specific events and overall storyline of the Costa Rican-authored novel, *Única Mirando al Mar*

#### **Course Prerequisites:**

None. Each student is placed into a 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 *Única Mirando al Mar*, 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:**

**Weeks 1-2**

Students on Field Trip #1 (no Spanish classes)

**Week 3**

**Grammar:** Simple past and past progressive. Copulae (linking verbs). Simple present in conjunctive mode (impersonal sentences). Prepositions.

**Vocabulary:** Greetings and presentations; numbers; months; colors; family; adverbs; clothes, personal objects, antonyms, professions, physical and emotional characteristics

**Cultural note:** *Batear. Jugar de vivo. Mejenga. Se armó la gorda.*

**Reading comprehension:** “*Amor por correspondencia*”. “*Carta a Dios*”.

**Activity:** Oral presentation. Introduce yourself and others. Ask for and give personal information. Say farewells. Contrast how someone was in the past and present. Describe situations in the past. Present someone with detailed information. Describe spaces with their respective qualities. Comment on and judge the behavior or attitude of a person. Warn against an action and express an opinion.

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

**Week 4**

**Grammar:** Uses of prepositions and adverbs. Adverbial phrases. *Ya, todavía, aún* and *todavía no*. Exclusive reflexive verbs. Uses of *se*.

**Vocabulary:** Institutions, countries, languages, demonyms, means of transportation, media, politics, animals, travel, fruit and vegetables, ordinal numbers, illnesses and hospitals, weights and measures

**Reading comprehension:** “*Herencias familiares*”

**Listening comprehension:** “*Medio ambiente*”.

**Cultural note:** *Se le rayó el disco. Qué chichón. Vinear//Binear. Ir soplado*

**Activity:** Ask about rules or norms of a place. Describe common actions in a country during a given period. Talk about a country's past and its present. Compare the present and the past of the socio-political and educational situation in Costa Rica. Contrast tenses in a conversation or formal writing. Suggest a routine.

**Assignments and exams:** Quiz No. 1

**Weeks 5-6**

Students on field trip #2: No Spanish classes

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

### Week 7

**Grammar:** Verbs of change or becoming. Simple present in subjunctive mode (concluding sentences: *para que, a fin de que, con tal de que*). Temporary sentences (*cuando, después de que, tan pronto como*)

**Vocabulary:** Professions, expressions of time

**Reading comprehension:** “*Chivo expiatorio*”.

**Activity:** Ask something as a situation consequence. Talk about future and unsafe situations.

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

### Week 8

**Grammar:** Review of the simple present in subjunctive mode.

**Vocabulary:** Professions, Costa Rican scholarship system, level of schooling, universities, dormitories, faculties, majors, weather and seasons

**Activity:** Ask something as a situation consequence. Talk about future and unsafe situations. Express and ask for future plans.

**Assignments and exams:** Oral presentation.

### Week 9

**Grammar:** Adjectives that change meaning according to their position.

**Vocabulary:** Antonyms, nouns derived from verbs, common adjectives, expressions of age

**Reading comprehension:** “*Cuento y biografía de Abel Pacheco*”. “*Una gran carajada*”

**Activity:** Talk about professional life (merits and beneficial aspects). Discuss similarities and differences of people, places, and things.

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

### Week 10

**Grammar:** Different uses of the same adjective. Progressive of the subjunctive mode. Verbs of desire and *antecedentes indefinidos* (*un, una, cualquiera*).

**Vocabulary:** Sports, expressions of time, parts of a house

**Cultural note:** *Parece nuevo. ¡Qué cáscara!. ¿Al chile?*

**Activity:** Express preferences, rivalry or continuity. Express desire or need. Narrate past events. Video: "Por so no tienes novio".

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

### Week 11

**Grammar:** Imperfect in subjunctive mode: *si* and *como si*, impersonal sentences. *Lo + adjective*. Verbs *llevar, hacer*

**Vocabulary:** Body parts, professions, nouns from verbs, adverbs, countries. languages

**Reading comprehension:** "*El abuelo*".

**Activity:** Talk about positive, interesting, controversial, and negative aspects of an action. Hypothesize about the future. Express comparisons. Recall and describe events and their facts and time. Write an argumentative text. Cooking classes. Song: "*Gracias a la vida*".

**Assignments and exams:** None.

### Week 12

**Grammar:** The infinitive as noun. Gerunds and infinitives. Past perfect in subjunctive mode: verbs of desire, verbs of emotion.

**Vocabulary:** Expressions to greet people, antonyms, physical and emotional characteristics

**Cultural note:** *Ser una mosquita muerta. ¡Puros dieces! Es un queque. ¿No quería pollo? Para muestra, un botón. Como uña y mugre. A ponerse las pilas.*

**Activity:** Greet someone and make a dialogue. Transmit a request, order or direction and ask for messages. Express discomfort, complaints, or despair at a situation. Write a letter to someone.

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

### Week 13

**Grammar:** Periphrasis with infinitive, participle, and gerund. Pluperfect of subjunctive mode: *si + pluperfect subjunctive + simple or compound conditional*.

**Vocabulary:** Seasons and climate, animals, diseases

**Reading comprehension:** “*Naturaleza vil*”

**Activity:** Speculate about what might happen. Talk about climate change (causes and consequences). Make proposals or suggestions. Review.

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

**Week 14**

**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* (1<sup>a</sup> reimpresión de la 1<sup>a</sup> ed.) San José: Editorial Legado.

**Reference materials**

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

Barzuna, G. (1989). *Caserón de teja: Ensayos sobre patrimonio y cultura popular en Costa Rica* (1<sup>a</sup> ed.), San José: Editorial Nueva Década..

Bonilla, A. (1981). *Antología de la literatura costarricense* (3<sup>a</sup> ed.), San José:Editorial STVDIVM.

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

Dobles, F. (1992). *El violín y la chitarra* (2 ed.), San José: Editorial EUNED.

Gómez, L. (2002). *Gramática didáctica del español* (8<sup>a</sup> ed.) Madrid: Ediciones SM.

González, J. (2005). *Antología del relato costarricense* (1<sup>a</sup> ed.), San José: Editorial de la Universidad de Costa Rica.

Grupo Editorial Océano (1997). *Diccionario Océano de Sinónimos y Antónimos* (1<sup>a</sup> ed.), Barcelona: Editorial Océano.

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

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

Lourdes M. & Neus, S. (1995) *Lejos de casa* (1<sup>a</sup>ed.), Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas, S.L.

Lourdes M. y Neus S. (2003). *¿Eres tú, María?* (1<sup>a</sup>ed.) 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* (1<sup>a</sup> 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* (1<sup>a</sup> ed.), San José: Editorial Guayacán

- Centroamericana.
- Quesada, M. (2002). *El Español de América* (2<sup>a</sup> ed.), Cartago: Editorial Tecnológica de Costa Rica.
- RAE (2010). *Ortografía de la lengua española* (1<sup>a</sup> 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* (1<sup>a</sup> ed.), San José: Ediciones FARBEN.
- Salazar, C. (1989). *Cuentos de Angustias y Paisajes* (1<sup>a</sup> 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* (1<sup>a</sup> ed.) Barcelona: Editorial SOPENA.