CIEE Havana, Cuba

Course name: Spanish Language - Intermediate I
Course number: SPAN 2001 HACS
Instructional language: Spanish
U.S. semester credits: 3
Contact hours: 45
Term: Spring 2020

Course Description
The course “Spanish language, Intermediate I” is intended as an intermediate language engagement course. In the study of a foreign language, the student starts from their experiences, from their sociocultural and linguistic context, and then appropriates a new language with new codes and socio-cultural elements, sometimes contrary to their own.

The themes of the diverse course units provide an approach to the social reality of Cuba and promote a close link with Cuban culture through the study of the recognition of body parts and one’s names as well as some of the functions these perform in society. Students will learn to articulate orally and in writing description of pain, discomfort and symptoms of diseases. Students will engage with the expression of different states of mind such as pleasant, unpleasant or disconcerting events in past, present or future. Students will conduct exercises in articulating formal and informal form of linguistic gratitude of positive or negative attitudes through different welfare structures.

Learning Objectives
By completing this course, students will be able to:

- Develop the cognitive, communicative and sociocultural competence of the student’s Spanish language written and oral skills.
- Learn the phonetic system of Spanish and the peculiarities of the Cuban variant.
- Express actions and give opinions using the indicative, the subjunctive and the imperative modes.
- Expand the student’s vocabulary and their appropriate use of linguistic structures in different speech acts and in diverse communicative situations.
- Recognize the functional lexical-syntactic categories of Spanish, as well as their positions in the sentence.
- Read and interpret different types of texts that present little syntactic complexity.
- Write different types of simple texts in which students learn to use new vocabulary and linguistic structures.
- Learn specific written and oral articulation skills including: the narration of personal and family anecdotes; to request for services at a bus station, at the airport, at an information bureau; the description of places of historical-cultural interest in the present and past; and the interjections to express surprise, pleasure, dislike.
- Develop cognitive, communicative, and sociocultural competence.
• Identify, through language acquisition, the most representative sociocultural aspects of Cuban culture.

Communicative objectives
- Recognition of body parts
- Description of pain, discomfort and symptoms
- Request for help in Cuban hospital centers
- Duties and obligations of the sick people
- Advice and orders from doctors
- Express permits, prohibitions and obligations
- Expression of the different states of mind
- Welfare structures and formal and informal gratitude
- Expressions of satisfaction, dissatisfaction, agreement and disagreement
- The narration of personal and family anecdotes, children's stories
- Description of places of historical-cultural interest
- Request for services at a bus station, at the airport, at an information bureau

Course Prerequisites
One semester of university level Spanish class and/or a placement exam during the first week of classes will determine the student’s qualifications for this course.

Methods of Instruction
Classes will be framed in both practical and theoretical sessions divided into four pedagogical units. Students will perform activities that include the four macro skills: listening, speaking, reading and writing. Using the four macro skills, class exercises will aim to develop communicative independence. Students will carry out, with their teachers, field trips to different historical and cultural sites and diversify their vocabulary using documentaries and film showings that will be integrated into group and individual class activities.

Assessment and Final Grade

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<tr>
<th>Assessment Type</th>
<th>Percentage</th>
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<tr>
<td>Quizzes</td>
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<td>Midterm evaluation</td>
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<td>Final evaluation</td>
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<td>Participation</td>
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<tr>
<td>Daily Homework</td>
<td>15%</td>
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<tr>
<td>Weekly field trip presentations</td>
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Course Requirements

Daily Homework
Students will be given written homework daily to practice the grammatical contents and the vocabulary lessons. The tasks are to be submitted at the end of each week.
**Weekly field trip presentations**
Each week students will conduct a short ten-minute presentation about weekly field trips to places of cultural interest. Analysis about site visits offers students the ability to practice their language skills through the process of cultural immersion.

**Quizzes**
The student must attend classes and actively participate as their performance in classes will be evaluated. Quizzes will take place throughout the semester and may independent or in groups as well as either oral or written. Quizzes will base themselves on class content as well as fieldtrips.

**Midterm evaluation**
The mid-term evaluation will be performed as a written exam in class and private oral discussion in accordance with the teacher's assessment of the student's needs and language acquisition levels. The midterm will assess oral and writing Spanish language acquisition.

**Final evaluation**
At the end of the course students will complete a written final exam in class in which the contents studied throughout the semester will be included. The written test will cover a variety of question models: comprehension, grammar, and writing. In addition, there will be individual private oral examinations in which students must demonstrate mastery of the language skills and topics learned in the course.

**Participation**
Participation, active engagement and regular attendance to class are required throughout the program. Students must notify their instructor, beforehand, if possible, if they will miss class for any reason. Students are responsible for any materials covered in class in their absence. Students who miss class for medical reasons must inform the instructor and the Havana Center Director and provide appropriate documentation as noted below. A make-up opportunity will be provided to the extent as is feasible.

Due to the intensive nature of the schedule, all unexcused absences will result in a lower final grade for the course. Each unexcused absence will cause 3 percentage points to be dropped from the final grade. For example, a student with an 88% final grade (B+) and 1 unexcused absence will see it reduced to 85% (B).

CIEE program minimum class attendance standards are as outlined below:

- Excessively tardy (over 15 minutes late) students will be marked absent.
- Students who miss class for personal travel will be marked as absent and unexcused. No make-up opportunity will be provided.
- An absence will only be considered excused if:
  - A doctor’s note is provided.
  - A CIEE staff member verifies that the student was too ill to attend class.
Evidence is provided of a family emergency.

- Attendance policies also apply to any required co-curricular class excursion or fieldtrip.
- Persistent absenteeism (students approaching 20% or more of total course hours missed, or violations of the attendance policies in more than one class) will result in a written warning from the CIEE Center Director, notification to the student’s home school, and/or dismissal from the program in addition to a reduction in class grade(s).

Late submission of a paper (summary critique or final essay) will cause an immediate deduction of 5% in the grade, and an additional 1% per day afterwards.

Plagiarism will not be tolerated and may result in immediate failure of the course.

**Weekly Schedule**
Note: Weekly Schedule is subject to change.

**Week 1**
Students will perform activities that include the four macro skills: listening, speaking, reading and writing.

Class 1.1. Students will perform classification exams. These will be oral and written and will be related to the level of each student. Class groups will be formed based on evaluation results.

Class 1.2. Students will review their classification exams with the professor. The teacher will provide the reference material: *EnseñArte: Spanish for Foreigners*. Level B1.

Class 1.3. Students and teacher will give and ask for personal information. They will express their expectations about the course and preceding Spanish studies.

The distribution of the units and the routes are expressed below.

**Unit 1: "Waiting list"**

**Week 2**
Students will perform activities that include the four macro skills: listening, speaking, reading and writing.

2.1. Exercises of communicative and grammatical course contents. Through some dialogues and exercises students will practice typical vocabulary that we use at a bus station, at the airport, and other places.

2.2. Exercises of consolidation of student’s previous Spanish language levels. Exercises about the use of SER or ESTAR. To describe the behavior like an accurate reflection of how he/she is feeling.
2.3. Projection of film “Lista de espera” with an observation guide.

Reference material: EnseñArte: Spanish for Foreigners. Level B1: p. 6- 12

**Week 3**

Students will perform activities that include the four macro skills: listening, speaking, reading and writing.

3.1. Exercises in request for services at a bus station, at the airport, at an information bureau. To practice some questions and answers in this situation. Typical vocabulary for express surprise. Reading material about the historical cultural complex Morro – Cabaña.

3.2. Field trip to the historical cultural complex Morro – Cabaña.

3.3. The conditional clauses to express a probable action, a conjecture or probability in the past and courtesy.

**Quiz #1**
**Due:** Weekly field trip presentations  
**Due:** Daily homework


**Week 4**

Students will perform activities that include the four macro skills: listening, speaking, reading and writing.

4.1. Non-personal forms of the verb: The participle. ESTAR + participle to express the feeling and the physical condition. Reading material about the Historical UNESCO heritage site of Old Havana.

4.2. Field trip to the Historical UNESCO heritage site of Old Havana.

4.3. Conversation about the field trip. Learn idiomatic phrases referring to the self and parts of the body: especially with the word BOCA.

**Due:** Weekly field trip presentations  
**Due:** Daily homework

Reference material: EnseñArte: Spanish for Foreigners. Level B1: p. 16- 17 and p. 8- 10

**Unit 2:** “Healthy mind, healthy body”  
**Week 5**
Students will perform activities that include the four macro skills: listening, speaking, reading and writing.

5.1. Recognition of body parts, their names and some of the functions they perform. Description of the life cycle and its different characteristics. Reading material about the Cemetery of Colón.

5.2. Field trip to the Cemetery of Colón.

5.3. Conversation about the field trip. Idiomatic phrases referring to body parts. Regular verbs of past tense and the irregulars NACER, ENVEJECER, MORIR.

Quiz #2
Due: Weekly field trip presentations
Due: Daily homework


Week 6
Students will perform activities that include the four macro skills: listening, speaking, reading and writing.

6.1. Recognition of body parts, their names and some of the functions they perform. Description of the life cycle and its different characteristics. Description of pain, discomfort and symptoms of diseases. Reading material about the Birth house of José Martí.

6.2. Field trip to the Birth house of José Martí.

6.3. Mandatory structures TENER que + infinitive and DEBER, DEBER de + infinitive, HABER que + infinitive and PODER + infinitive used in the orientations, advice and orders of the doctors.

Due: Weekly field trip presentations
Due: Daily homework


Week 7
Students will perform activities that include the four macro skills: listening, speaking, reading and writing.

7.1. Recognition of some typical diseases of our region. Request for help in Cuban hospitals in the event of a possible illness. The creation of dialogues in indirect style. Reading material about Revolution Square and Martí Memorial.
7.2. Field trip to Revolution Square and Martí Memorial.

7.3. Conversation about the traditional medicine and the family’s doctor. Past tense of ESTAR + gerund. Adjectives and undefined pronouns. Connectors POR ESO and PORQUE.

**Quiz #3**
**Due: Weekly field trip presentations**
**Due: Daily homework**


**Week 8**

- **Midterm evaluation**
  Midterm evaluations will be carried out according to the teacher's assessment of the group’s needs. They will be done orally and written.

  - 8.1. Oral Presentation of all students
  - 8.2. Written test for all students
  - 8.3. Revision of written test

**Unit 3: "It's worth it"**

- **Week 9**
  Students will perform activities that include the four macro skills: listening, speaking, reading and writing.

  - 9.1. Expression of the different states of mind such as pleasant, unpleasant or disconcerting events in past, present or future. Conversation about the stress like a symptom of a new era. Reading material about Cuba’s revolutionary war.
  - 9.3. Description of past situations. Verbs SENTIR, IR, SER, ESTAR, DECIR. The imperfect tense. To describe people, places and objects in past. To refer habitual actions in the past and actions that occurs at the same times in past.

**Due: Weekly field trip presentations**
**Due: Daily homework**


**Week 10**
Students will perform activities that include the four macro skills: listening, speaking, reading and writing.
10.1. Popular sayings. Formal and informal appreciation of the positive attitudes of others through different welfare structures. Expression to give opinions, obstacles, annoyance, to complain about something. Reading material about the Ernest Hemingway.

10.2. Field trip to the Ernest Hemingway's house, Finca Vigía.

10.3. The interjections to express surprise, pleasure, dislike: ¡Caramba!, ¡Ay!, ¡Oh! ¡Qué pena! Verbs to introduce an opinion: PARECER, CREER Y PENSAR + que. Reading material about anger like an emotion that separate the people.

Due: Weekly field trip presentations
Due: Daily homework


Week 11
Students will perform activities that include the four macro skills: listening, speaking, reading and writing.

11.1. Expression of the different states of mind such as pleasant, unpleasant or disconcerting events in past, present or future. Reading material about the Fine Arts Museum.

11.2. Field trip to the Fine Arts Museum.

11.3. Expression of displeasure with the conjunctions, PERO, AUNQUE or with expressions of lament such as ¡Ay qué calor! ¡Qué frío! ¡Qué hambre! ¡Qué mala suerte! Learn idiomatic phrases referring to the self and parts of the body: especially with the word CARA.

Quiz #4
Due: Weekly field trip presentations
Due: Daily homework


Unit 4: “Once upon a time...”

Week 12
Students will perform activities that include the four macro skills: listening, speaking, reading and writing.

12.1. The narration of personal and family anecdotes, children's stories. Historical stories. Learn vocabulary to narrate through dialogues and exercises with imperfect tense. Reading material about the Alley of Hamel, Santeria, and Yoruba religious art.

12.2. Field trip to the Alley of Hamel.
12.3. Description of places of historical-cultural interest. Popular phrases. To write children's stories. To describe past situations. Conversation about the student’s past.

**Due:** Weekly field trip presentations

**Due:** Daily homework


**Week 13**
Students will perform activities that include the four macro skills: listening, speaking, reading and writing.

13.1. The Imperfect tense to narrate anecdotes, stories and children's stories. Narrate personal anecdotes. To refer actions that doesn’t happen. To resume that other people refer. Reading material about Cuban cuisine.

13.2. Field trip to El Ajiaco, Alamar urban farm (includes cooking class).

13.3. Relations of the imperfect with the past tenses. Exercises with various tenses of past. Conversation about the correct and incorrect behaviors. Important phrases in life.

**Quiz #5**

**Due:** Weekly field trip presentations

**Due:** Daily homework


**Week 14**
Students will perform activities that include the four macro skills: listening, speaking, reading and writing.


14.2. Revision of course contents (oral and written)

14.3. Revision of course contents (oral and written)


**Week 15**

► Final written and oral exams

**Course Materials**
de la Fuente Guinart, Ilain. MsC. and Díaz Chales, Ivonnes Inés, MsC. (et. al.).