



## CIEE Monteverde, Costa Rica

<b>Course title:</b>	Spanish Language, Advanced I
<b>Course code:</b>	SPAN 3001 MVCR
<b>Programs offering course:</b>	Tropical Ecology and Conservation
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	3.00
<b>Contact hours:</b>	45.00
<b>Term:</b>	Fall 2023

### 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

By completing this course, students will:

- Demonstrate correct use of Spanish grammar, vocabulary, and Costa Rican expressions acquired in previous experiences with Spanish (e.g., SPAN 2003 MVCR).
- Construct spoken and written statements with complex grammatical structure and syntax including these features: 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*); temporary sentences (*cuando*, *después de que*, *tan pronto como*); adjectives that change meaning according to their position; *lo* + adjective; indefinite antecedents (*un*, *una*, *cualquiera*).
- Construct spoken and written statements with advanced 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, body parts, diseases, expressions of age.
- Translate and interpret text or oral accounts of significant cultural or political significance.
- Compose warnings against dangerous actions, dangers, diseases, and make expressions involving future uncertainty.
- Compose original expressions of moods, judgments, fear, worry, or tastes.
- Make inquiries about the rules or norms of a place or process, in the past or present.
- Formulate proposals or suggestions for a future routine.

### Course Prerequisites

None. Each student is placed into a particular 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**

1.	Preparation	5%
2.	Oral Presentation	5%
3.	Quizzes	20%
4.	Reading Comprehension	10%
5.	Homework	20%
6.	Final Exam	30%
7.	Participation	10%
	TOTAL	100%

### **Course Requirements**

#### **Preparation**

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.

#### **Oral Presentation**

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.

#### **Quizzes**

During the semester there will be four quizzes covering vocabulary and grammar, and will include simple essays.

#### **Reading Comprehension**

During the course students will read various texts, and reading comprehension will be assessed with four quizzes.

#### **Homework**

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.

#### **Final Exam**

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.

#### **Participation**

Participation means attending class, 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.

### **Attendance**

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

### **Academic Integrity**

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

***N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.***

### **Weekly Schedule**

#### **Week 1**

Class: Program Orientation

Students on Field Trip #1 (no Spanish classes)

#### **Week 2**

Class: .

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

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

**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. Express moods. Show anger or make complaints about something or someone. Express judgments. Express fear, worry or tastes.

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

#### **Week 3**

Class: .

**Grammar:** Uses of prepositions and adverbs. Adverbial phrases. Ya, todavía, aún and todavía no. Exclusive reflexive verbs. Uses of se. Simple present in subjunctive mode (verbs of suggestion or recommendation).

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

**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. Warn about dangers and diseases. Video: "Un día de estos".

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

## Week 5

Class: Students on field trip #2

No Spanish classes

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

## Week 6

Class: .

**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. Express and ask about future plans.

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

## Week 7

Class: .

**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 8

Class: .

**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 carcajada"

**Activity:** Talk about professional life (merits and beneficial aspects). Discuss similarities and differences of people, places, and things. Emphasize and enhance qualities of a person, place, or thing.

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

## Week 9

Class: .

**Grammar:** Different uses of the same adjective. Progressive of the subjunctive mode. Verbs of desire and antecedents 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 10

Class: .

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

**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. Talk about a text. Review. Cooking classes. Song: "Gracias a la vida".

**Assignments and exams:** None.

## Week 11

Class: Students on field trip #3

No Spanish classes

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

## Week 12

Class: Students on field trip #3

No Spanish classes

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

## Week 13

Class: .

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

**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. Story: "La ventana". Song: "Contramarea"

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

## Week 14

Class: .

**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 15

Class: Final Exam

**Assignments and exams:** Final Exam

### Course Materials

#### Readings

#### Textbook - workbook:

- CPI Tareas # 3 is a collection of exercises, verbs, vocabulary, readings, and other printed materials.

#### Reference materials

- Alvarado, G. (2009). *Literatura e identidad costarricense* (1ª ed.), San José: Editorial EUNED.
- Barzuna, G. (1989). *Caserón de teja: Ensayos sobre patrimonio y cultura popular en Costa Rica* (1ª ed.), San José: Editorial Nueva Década..
- Bonilla, A. (1981). *Antología de la literatura costarricense* (3ª ed.), San José: Editorial STVDIVM.
- Castillo, L. (2004). *La música más linda de Costa Rica* (4ª ed.), San José: Editorial Dos Cercas Ltda.
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- 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, España.
- Kendris, C. & Kendris, T. (2007). *501 Spanish verbs* (6ª ed.), Hauppauge: Barron's Educational Series, Inc.
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- RAE (2010). *Ortografía de la lengua española* (1ª ed.), Madrid: Editorial Espasa.
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- Rojas, M. & Ovarés, F. (1995). *100 años de literatura costarricense* (1ª ed.), San José: Ediciones FARBEN.
- Salazar, C. (1989). *Cuentos de Angustias y Paisajes* (1ª 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* (1ª ed.) Barcelona: Editorial SOPENA.