



## **CIEE Monteverde, Costa Rica**

<b>Course title:</b>	Spanish Language, Intermediate I
<b>Course code:</b>	SPAN 2001 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**

Intermediate Spanish Language I is designed for students who demonstrate mastery of basic vocabulary and grammar in conversational Spanish and who show a capacity for excelling at intermediate-level material. The primary goal is help the student acquire communication skills that will permit the student to carry on conversations with native Spanish speakers, and especially with their homestay families, centered on topics and concepts of moderate complexity. 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 *La Loca de Gandoca*, the CPI workbook (Tareas #2), 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 1003 MCVR).
- Construct written and oral statements using moderately complex grammar and syntax that includes: regular verbs in the present and the past tense; irregular verbs in the present and the past (Groups 2-5); preterite and imperfect verb tenses; reflexive verbs; imperative mood; present subjunctive; gerunds; passive voice; simple future; special verbs; active and passive participle; gender and adjective concordance; possessive adjectives and demonstrative adjectives; *ser, estar, hacer, haber, tener*; prepositions; *para y por*; the pronoun *tú*; direct and indirect objects; interrogative pronouns.
- Construct written and oral statements using moderately advanced vocabulary including what's necessary to converse on topics related to: letter writing, age, culture, salary, working hours, vacations, social security, common adjectives, adverbs of time and mode, nouns derived from verbs, expressions involving *por* and *medios de*, means of communication, directions, leisure activities, moods and mood characteristics, sustainable development, expressions for travel, and natural phenomena.
- Relate, translate, and interpret correctly simple texts and messages between acquaintances regarding such as letters, emails, messages, and reminders everyday matters.
- Express agreement and disagreement, make arguments and opinions, and provide justification for a position on topics commonly debated.
- Describe past, present and future events.
- Describe emotions, feelings, desires, and moods.

### **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; Field trip #1

#### **Week 2**

Class: .

**Grammar:** Regular verbs in the present and the past tense. Irregular verbs in the present and the past (Groups 2 - 5). Preterite and imperfect verb tenses.

**Vocabulary:** Greetings, farewell, interrogative pronouns, phrases to use in letters, institutions, expressions of age, culture, salary, working hours, vacations, social security, connectors, common adjectives, adverbs of time and mode, nouns derived from verbs, sports, entertainment, clothing

**Cultural note:** *No entiendo ni papa. Suave, suave. ¡Pura vida!*

**Reading comprehension:** "El Tesoro de San Joaquín", "Relato adolescente"

**Activity:** Present yourself and present somebody else. Give and ask for personal information. Say goodbye. Ask for information by a letter/mail. Opine about something or someone. Describe facts, situations and experience from the past. Transmit ideas about past experiences. Compare.

**Assignments and exams:** Oral interview, placement test No. 1

#### **Week 3**

Class: .

**Grammar:** Gender and adjective concordance. Possessive adjectives and demonstrative adjectives. *Ser, estar, hacer, haber, tener*. Reflexive verb: *sujeto hace y recibe*. Reciprocal action

**Vocabulary:** Professions, body parts, personal objects, adjectives, opposites, family, illnesses and the hospital

**Reading comprehension:** "Un sábado en Costa Rica", "Del pueblo a la ciudad"

**Cultural note:** *Estar de goma. Llegar a la hora del burro. ¡Qué chiva! No tener ni un cinco. Hablar paja. Estar en la luna.*

**Activity:** Recognize plural and singular nouns and adjectives. Ask for and offer something. Describe a place. Highlight one thing among many. Make detailed descriptions about the physical features and clothes of a person, yourself, and other people. Describe animals, objects, places and weather. Ask for information about the location. Talk about your routine in the past, present and future tense. Talk about similarities and make comparisons. Write advertisements. Song: *Contramarea*

**Week 4**

Class: Students on field trip #2

No Spanish classes

**Assignments and exams:** Read *La Loca de Gandoca*

**Week 5**

Class: Students on field trip #2

No Spanish classes

**Assignments and exams:** Read *La Loca de Gandoca*

**Week 6**

Class: .

**Grammar:** Reflexive verbs, accidental or involuntary actions

**Vocabulary:** Family, body parts, illnesses and hospital

**Reading comprehension:** "Subculturas juveniles"

**Activity:** Talk about routine in the present, past and future tense. Describe activities. Talk about personal relationships. Write advertisements.

**Assignments and exams:** Placement test No. 2. Reading comprehension (*CPI Tareas # 2*, pp. 35-56)

**Week 7**

Class: .

**Grammar:** Prepositions.

**Vocabulary:** Office and classroom, expressions *por*, *medios de*, means of transportation, means of communication

**Activity:** Locate and identify objects. Express moods. Connect similar ideas in a paragraph.

**Assignments and exams:** Oral presentation

**Week 8**

Class: .

**Grammar:** *Para y por*.

**Vocabulary:** Office and classroom, expressions using *por*, means of transportation, means of communication.

**Reading comprehension:** "Tío Conejo"

**Activity:** Link information by cause and consequence expressions. Opine, justify, and argue an opinion. Express terms to solve something. Indicate addresses.

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

**Week 9**

Class: .

**Grammar:** Comparisons

**Vocabulary:** Adjectives, opposites, family terms, personal objects

**Listening comprehension:** "Turismo ecológico"

**Activity:** Make comparisons between skills, facts, things, animals and people.

**Assignments and exams:** Reading comprehension No. 3 (*CPI Tareas # 2*, pp. 57-80)

## Week 10

Class: .

**Grammar:** Imperative mode. The pronoun *tú*. Present tense in subjunctive mode (verbs of wish or will). Direct and indirect objects

**Vocabulary:** Directions, food, fruits and vegetables, cookware, animals, household objects, adverbial phrases

**Reading comprehension:** "El libro de la selva" (pp. 1-3)

**Cultural note:** "La familia costarricense"

**Activity:** Give instructions for a task. Ask for information. Give directions. Express desire or anxiety. Make suggestions and invitations. Communicate facts to other people. Review. Cooking class.

**Assignments and exams:** None

## Week 11

Class: Students on field trip #3

No Spanish classes

**Assignments and exams:** Read *La Loca de Gandoca*

## Week 12

Class: Students on field trip #3

No Spanish classes

Assignments and exams: Read *La Loca de Gandoca*

## Week 13

Class: .

**Grammar:** Special verbs. Present subjunctive. Active and passive participle. Gerunds

**Vocabulary:** Free time and entertainment, shows and leisure, moods and mood characteristics, clothing, personal objects

**Reading comprehension:** "Herencias familiares", "La historia del eco".

**Activity:** Express pain, likes and dislikes, feelings, and hobbies. Ask about moods. Explain the consequences of actions. Describe what were/are you doing. Talk about fashion. Describe some facts from the newspaper. Sing "Ella y él".

**Assignments and exams:** Quiz No. 3. Mini essay No. 2

## Week 14

Class: .

**Grammar:** Passive voice. Simple future. Present subjunctive

**Vocabulary:** Moods and mood characteristics, vocabulary drawn from newspaper, sustainable development, expressions for travel, natural phenomena

**Reading comprehension:** "El Tesoro", "El hombre en el espacio", "El mantenido"

**Cultural note:** "Ser lengua larga", "Qué vacilón", "Estar hecho leña"

**Activity:** Relate past events. Give details. Relate information that involves opposites and contrasts. Forecast the weather. Share information about what will take place in the future. Express desire or possibility in the future. Review.

**Assignments and exams:** Reading comprehension No. 4 (*CPI Tareas # 2*, pp. 81-105). Quiz No. 4.

## **Week 15**

Class: .

**Assignments and exams:** Final Exam

## **Course Materials**

### **Readings**

#### **Textbook - workbook:**

*CPI Tareas # 2*: 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.

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

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

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

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

Lázaro, F. (1996) *Cómo se comenta un texto literario* (1ª ed.), Salamanca: Ediciones Anaya S.A.

Molina, I. & Palmer, S. (2002). *Historia de Costa Rica: Breve, actualizada y con ilustraciones* (1ª ed.), San José: Editorial de la Editorial de Costa Rica.

Quesada, M. (1995). *Diccionario histórico del español de Costa Rica* (1ª ed.), San José: Editorial EUNED.

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.

Rojas, M. & Ovares, 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.