Course name: Spanish Language – Beginning I
Course number: SPAN 1010 CIEE
Programs offering course: Sustainability and the Environment, Tropical Ecology and Conservation
Language of instruction: Spanish
U.S. semester credits: 3
Contact hours: 45
Term: Fall 2020

Course Description

The course provides a basic repertoire of linguistic elements and sufficient vocabulary to meet these communicative goals. Students should be able to use some simple grammatical structures and in general be able to pronounce in a clear, comprehensible way. By the end of this course, students can communicate when carrying out everyday tasks, understand phrases and expressions of common use, and describe aspects of their own past as well as issues related to their most immediate needs.

Learning Objectives

By completing this course, students will
- Recognize the basic standards to comprehend and produce communicative Spanish speeches in the form of oral interventions and written compositions.
- Remember grammatical structures needed to accomplish given communicative tasks, as well as the vocabulary and relevant information about the context (cultural awareness).
- Understand communicative speeches that allow for exchange with native speakers on simple, practical subjects regarding everyday life and the personal sphere.

Course Prerequisites

None

Methods of Instruction

This course is taught entirely online for asynchronous learning, using the Canvas Learning Management System. Sessions will have a focus on communication skills. In-class monologues, role playing, and conversations outside the classroom will place emphasis on the fostering of student learning. Students will work with a booklet of original materials specially designed for the course, including written exercises, short texts, visual supports, etc. After every class, students will receive a homework related to topics seen in class; including written and practical exercises,
readings, short interviews, and other activities such as music or videos.

Assessment and Final Grade

1. Participation 20%
2. Oral Presentations (3) 15%
3. Written Compositions (3) 15%
4. Field assignments (4) 20%
5. Quizzes (2) 10%
6. Final Exam 20%

100%

Course Requirements

Oral Presentations (3)
The students will be required to give an oral presentation at the end of the respective week. These presentations will evaluate fluency and vocabulary, pronunciation, and the use of grammar and contents of the week.

Written Compositions (3)
Each week students complete three short writing assignments, which will be evaluated considering correct use of grammar covered in classes, adequate vocabulary and cohesion.

Field assignments (4)
There are four tasks with the goal of practicing and improving fluency and conversation. These tasks take place in the real world. Students will go outside to businesses/restaurants and perform the assigned tasks. The product will vary depending on the assignment: video, audio, or written report.

Quizzes (2)
During the course there will be two quizzes covering vocabulary and grammar.

Final Exam
The Final Exam will cover the four skills of language learning: speaking, listening, reading, writing. 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 in homework assignments. There is a written and an oral component.

Participation

Participation is defined as meaningful contribution in the digital classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each recorded session and regularly engage with the resources, discussions, reflective assignments, and all other online learning activities. Students are required to demonstrate engagement with course materials, for example, through insightful, constructive comments and by
using subject-appropriate terminology in: online discussion boards, peer-to-peer feedback (after viewing the presentations of others), interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted commentary balances opinions, general impressions, and specific and thoughtful criticisms or contributions. Grades are based on the content, depth, and quality of the aforementioned types of meaningful contributions as measured per the Participation grading rubric in Canvas.

Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about assessments or other course requirements.

**Technology Requirements**

Participation requires access to a computer with microphone (a headset and microphone are preferred over built-in sound devices) and webcam; a stable and strong internet connection; and a quiet and well-lit environment.

**Attendance**

**Expectations:** In an asynchronous online learning format, attendance takes the form of active student engagement:

- in instructional activities, course content, course tools
- with the course instructor, other students, and
- by timely completion of all assessments.

“Attendance” is more than just logging into the course on Canvas. Students must establish a record of participation in academically related activities in order to comply with this requirement.

Academically related activities include, but are not limited to:

- submitting an academic assignment;
- taking an exam or quiz;
- attending a study group that is assigned by the instructor;
- participating in an online discussion about academic matters, designed by the instructor; or
- initiating contact in Canvas with the instructor to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:

- logging into an online class without active participation
- contributing to or engaging in the CIEE Orientation or Community Course(s)

**First Week of Class:** Online courses officially commence on the first day of the term. Students must demonstrate engagement in class by no later than day 5 of the term, or risk being administratively dropped from the course with no opportunity to re-enroll. Students administratively dropped from the course for
failure to engage will be considered withdrawn from the program and subject to CIEE financial withdrawal policies and fees.

**Duration of Course:** Continued, regular class engagement is required throughout the scheduled duration of the course, and disengagement will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for completing courses online, consistent failure to engage in the course on a weekly basis (defined as failing to engage for two or more weeks of online learning) will result in a formal written warning from the CIEE Center Director.

CIEE instructors / staff will monitor student engagement on a weekly basis.

The weekly schedule below outlines due dates for asynchronous learning activities for this course.

*N.B. Please note the class schedule is subject to change if opportunities arise to enhance the curriculum.*

### Weekly Schedule

**Week 1**

**Unit 1:1: Intro to the Class, and Formal and Informal Greetings**

The instructor will present the syllabus to the students and explain the methods of instruction used. The students provide information about previous knowledge and learning expectations, additionally why did they want to come to CR to study tropical biology. Grammatical subjects will be singular and plural nouns, gender and definite articles and verb “Ser”. Vocabulary: alphabet, numbers, and interrogative words.

Reading: “El buen Sibú sembró los árboles e hizo los animales y le enseñó al bribri los oficios” By Adela de Sáenz

Assessments: Daily homework

Reference material: CIEE Antología de Español para Principiantes

**Unit 1:2: Greetings / Giving and Asking Personal Information**

Students will organize a contact list. Students practice gathering information in Spanish by practicing how to ask yes/no questions and using interrogative pronouns. A second focus will be the uses of present tense for “Ser- Estar” and its uses as well as the present tense of regular verbs in positive, negative, interrogative sentences, and some important imperative verbs.

Reading: “El buen Sibú sembró los árboles e hizo los animales y le enseñó al bribri los oficios” By Adela de Sáenz

Assessments: Daily homework

Reference material: CIEE Antología de Español para Principiantes

**Unit 1:3: Give and ask directions in a foreign neighborhood**

In the first half of the class, the students will practice, through role playing, the
vocabulary needed to ask for directions (adverbs for places, public transportation and public services) In the second half of class, they will see a video featuring the surrounding areas of the CIEE Global Institute Monteverde, through it they will learn to give and ask for directions to important landmarks. Grammar: Imperative verbs (Vaya, camine, pregunte…).

Activities: Create a guide for first-time visitors to the city, touristic attractions, listing useful stores, directions and summarizing essential information. It will be assessed as Oral Presentation #1 and Written Composition #1.

Reading: “El buen Sibú sembró los árboles e hizo los animales y le enseñó al bribrí los oficios” By Adela de Sáenz

Assessments: Daily homework
Reference material: CIEE Antología de Español para Principiantes

Unit 1:4: Family and personal relationships in a new culture
The subject of this class is “talking about family”.
Students will compare daily routines of their families and foreign families, talking about differences and similarities.
Students will create a timeline with a daily routine of their family.
Grammar focus: reflexive and non-reflexive regular and some irregular verbs in the present tense and review the vocabulary used to talk about time, places in the house, day and night, days of the week, possessiveness, adjectives, months of the year etc.

Reading: “El buen Sibú sembró los árboles e hizo los animales y le enseñó al bribrí los oficios” By Adela de Sáenz
Assessments: Oral presentation #1, and written composition #1
Reference material: CIEE Antología de Español para Principiantes

Unit 1:5: Personal Profile
They will create and share with the class a personal profile that will describe them in their personal and professional lives.
Also, in groups they will be able to introduce others and will be able to ask and answer questions about personal interests or details such as where he / she lives, people he / she knows and things he / she likes or dislikes and express feelings in order to make new friends.
The grammatical part of the session focuses on present tense verbs and socializing phrases.

Assessments: Daily homework, quiz #1
Reference material: CIEE Antología de Español para Principiantes

Week 2

Unit 2:1: Buying Groceries
The teacher will share with students a list of basic groceries, normal in Costa Rica, and a video that shows them a real experience of someone shopping in a Monteverde supermarket. Also the teacher will talk about food in general and let the group share their favorite meals to start conversations and produce new vocabulary to the group.
Grammar: demonstrative adjectives and pronouns, verbs to expressing likes and dislikes (gustar, desagradar).
Students will make a grocery list and participate in role playing simulating grocery shopping situations. Introduction to field assignment #1: Create a story inspired by products (brands) with names in Spanish found in the local supermarket.

Reading: “El buen Sibú sembró los árboles e hizo los animales y le enseñó al bribí los oficios” By Adela de Sáenz
Assessments: Daily homework
Reference material: CIEE Antología de Español para Principiantes

Unit 2:2: Preparing a Recipe
Students will present their favorite recipes and learn how to prepare a typical Latin American (Costa Rican) dish through an online cooking class. They will give their opinions about healthy and unhealthy foods to develop more vocabulary. Grammar: To be (tener- haber) stem-changing irregular verbs.

Reading: “El buen Sibú sembró los árboles e hizo los animales y le enseñó al bribí los oficios” By Adela de Sáenz
Assessments: Daily homework and Field Assignment #1.
Reference material: CIEE Antología de Español para Principiantes

Unit 2:3: Learn About Types of Clothing and Choose an Outfit.
Students share their favorite style of clothing, describing shapes, colors, and fabrics. Considering the four seasons of the year, students work in groups to choose appropriate clothing for each season.
The students will go “shopping” as a role play. Field assignment #2: Students are going to visit a store to pretend buy a new outfit describing each piece clothing and evaluating Its fit, price and personal style.
Grammar: Past tense (regular verbs) and the use of direct and indirect objects to avoid repetition.

Reading: “El buen Sibú sembró los árboles e hizo los animales y le enseñó al bribí los oficios” By Adela de Sáenz
Assessments: Daily homework, oral presentation #2 and Written composition #2 (Food as a cultural phenomenon)
Reference material: CIEE Antología de Español para Principiantes

Unit 2:4: Planning Meals for local Menus
Students will practice how to order food at a restaurant. They learn what dishes are typically served in Costa Rica (San Luis de Monteverde), at which special events, and how are they related with the local agriculture and local economy. The grammatical focus will be on irregular verbs (querer, poder, preferir, tener) and some idioms with “Tener” and courtesy.

Reading: “El buen Sibú sembró los árboles e hizo los animales y le enseñó al bribí los oficios” By Adela de Sáenz
Assessments: Daily homework and field assignment #2

Reference material: CIEE Antología de Español para Principiantes
Unit 2:5: Suggesting a Plan for Going Out
Students will learn how to accept / reject an invitation while having a conversation with friends in which they propose and discuss different plans to go out. They will share different ways to accept or reject those proposals, justifying their decision. The students learn about regular and some irregular forms in the past. In this class, the grammatical focus will be on the past tense (preterit=simple past) and placing events in sequence.

Assessments: Daily homework & quiz #2
Reference material: CIEE Antología de Español para Principiantes

Week 3

Unit 3:1: Spanish through Nature, Music and Art
In this session, students will choose different paintings, to express feelings and messages through art. They will learn vocabulary listening to different songs. They will take a virtual tour, then describe in detail what they have seen. Field assignment #3: Students will take pictures of street art, then they will show the pictures to their classmates. Students will write each person's interpretation of what they observed, and finally design a digital gallery.
Grammar: Verb “To know” (Saber - Conocer), present and past tense for regular verb, “To be” forms for Hacer- Tener)

Assessments: Daily homework
Reference material: CIEE Antología de Español para Principiantes
Reading: “La lagartija de la panza blanca.” By Yolanda Oreamuno

Unit 3:2: Expressing Feelings
Students will learn how to express their feelings in the present as well as in the past; they will write personal letters with different purposes. They will have the opportunity to create their own horror urban legend. The grammatical part of the session focuses on narrating in the past and contrasting the preterit and imperfect tenses.

Assessments: Daily homework and field assignment #3
Reference material: CIEE Antología de Español para Principiantes
Reading: “La lagartija de la panza blanca.” By Yolanda Oreamuno

Unit 3:3: Time to remember our childhood
This session will be focus on a brief review of grammar covered in the course. The students talk about some of their most significant experiences when they were children, likes and future plans they had at the time (Oral Presentation and Written Composition #3). Grammar: preterit and imperfect tenses.

Assessments: Daily homework, oral presentation #3, and written composition #3
Reference material: CIEE Antología de Español para Principiantes
Reading: “La lagartija de la panza blanca.” By Yolanda Oreamuno
Unit 3:4: Review
The students will participate in a general review in preparation for the
Final Exam.

Assessments: Daily homework, field assignment #4: students sing a song in Spanish,
in small groups.
Reference material: CIEE Antología de Español para Principiantes
Reading: “La lagartija de la panza blanca.” By Yolanda Oreamuno

Unit 3:5: The Final Exam.
The students will take the Final Exam.

Course Materials
Reference materials will be provided on site by CIEE Spanish Language Instructor.

Textbook and workbooks:
CIEE Antología de Español para Principiantes: exercises, verbs, vocabulary, readings, and
links and guides to online resources.

Reference
Ferreto, A. (1985). La creación de la tierra y historias del buen Sibú y de los bribris (1ª ed.),
San José: Universidad Estatal a Distancia.
RAE y Asociación de Academias de la lengua española (2005). Diccionario panhispánico de dudas, Bogotá: Santillana Ediciones Generales, S.L.

Online media resources