CIEE Monteverde, Costa Rica

Course name: Spanish Language – Intermediate I
Course number: SPAN 2010 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

This course is designed for students with two to four semesters of college-level Spanish. The primary objective of this intermediate course is to allow students to achieve maximum communicative competency in the Spanish language and immersion in Spanish life. In this course, intermediate Spanish language students will gain a broader cultural, lexical and grammatical foundation for their language studies.

Learning Objectives

By the end of this course, students will be able to:

- Create clear and well-structured descriptive or narrative texts on subjects familiar to them and related to the socio-cultural context.
- Produce argumentative conversations based on simple and abstract topics, and use of idiomatic expressions.
- Understand the notion of variety in Spanish and identify and eliminate Anglicisms in their speech and be able to mark the characteristics of Costa Rican Spanish in different socio-cultural immersion contexts for comprehension purposes.
- Develop a deeper understanding of the Spanish grammar, syntax and vocabulary.
- Differentiate linguistic and communicative competences of the Spanish language in informal situations and specific formal contexts.

Course Prerequisites

This course is designed for students with two semesters of college-level Spanish, or the equivalent as determined by a placement test.

Methods of Instruction

The course will be delivered through Canvas in Modules which will open once a week on a weekly module basis. Each module is designed to jointly contribute to the achievement of the learning objectives of the Spanish course. Modules focus on different aspects of language acquisition:

- grammar & lexis to provide a solid basis for students to enhance, consolidate and master the Spanish structures and widen their vocabulary specially focusing on social, academic and professional fields;
• integrated skills to help students integrate, produce and formulate oral and written texts that effectively adequate to context and that relate to students areas of interests and needs.

The course will follow a task-based approach where authentic material (chosen by the instructors based on the course proficiency level) serves as an input for language comprehension and production. Students will interact with numerous written, oral and audiovisual materials, exercises and tasks, such as model-based constructions, written assignments on diverse areas of interest, short to extended essays based on precise topics, debate and discussion upon specific subject matters, deliver oral presentations, produce multimedia pieces, amongst others. A methodology of continuous feedback and submission revision will help create long-term projects and tasks which are oriented to student needs for language proficiency.

Assessment and Final Grade

1. Participation and Homework 20%
2. Oral Presentations (3) 15%
3. Written Compositions (3) 15%
4. Tasks outside of classroom (4) 20%
5. Quizzes (2) 10%
6. Final Exam 20%

100%

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.

Course Requirements

Daily Homework
There will be daily assignments from the workbook to reinforce the grammatical and lexical topics covered in every learning session. Incomplete or late homework will result in the loss of points.

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 a short-written project, which will be evaluated considering correct use of grammar covered in classes, adequate vocabulary and cohesion.
Tasks outside of classroom (4)
There are four tasks in order to practice and improve fluency and conversation.

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

Final Oral and Written Test
The Final test that will take place in the last week of the course covers 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 from homework assignments.

Participation
Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities. Each student is expected to actively participate in class, and thereby help ensure the effective functioning of the course as well as his/her individual learning progress. Participation and the investment of an appropriate amount of time in the preparation of each session will be considered in the determination of final grades.

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 daily basis (defined as failing to engage for two or more days of online learning) will result in a formal written warning from the CIEE Center Director.

CIEE instructors / staff will monitor student engagement on a daily 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 Think-Look-Share**

The instructor will introduce themselves and the syllabus to the students and explain the methods of instruction used. In think-look-share, Students pick an open-ended question. Next, the teacher pairs learners to work and share their best response to provide information about previous knowledge.

**Grammar:** Present tense, regular and irregular verbs, stem-changing verbs and verbs with spelling changes. **Vocabulary:** Family, numbers, time expressions and interrogative words.

**Reading:** "El ramo azul", Octavio Paz
**Assessment due:** Daily homework
**Reference material:** CIEE Antología de Español “Intermediate”

**Unit 1:2: Mysterious character**

In this session student can apply their understanding of an issue or situation. After they’ve
explored a topic, the teacher will show them a different quotation about it that they have never seen before. Their task is to figure out the point of view of the person and justify or reject it to the class. Students can debate in small groups before beginning a whole-class discussion. They will consolidate the use of the verb "to be", present-past tense regular verbs and sentence structures.

Reading: "El ramo azul", Octavio Paz
Assessment due: Daily homework
Reference material: CIEE Antología de Español “Intermediate”

Unit 1:3: 6 Tips for Making Friends in Spanish
Students learn to write dialogues in different contexts to meet new people, they must use courtesy phrases to get the other person to accept their invitation to go out. When/Where do I go to meet people? How do I break the ice? Finally, they recreate a video where they put in practice those tips.
Short film “Café solo” [https://www.youtube.com/watch?v=_JCqBSjctZg]

Reading: "El ramo azul", Octavio Paz
Assessment due: Daily homework
Reference material: CIEE Antología de Español “Intermediate”

Unit 1:4: Family-Food-Holidays
The subject of this class is “My family’s celebrations” Students will compare celebrations in their families, talking about differences and similarities. Students will create a holiday family pamphlet. Grammar: reciprocal reflexive verbs, past tense, special verbs “gustar, encantar, fascinar, desagradar” Vocabulary: family, parts of the house, days of the week, colors, adjectives, months of the year, food and beverages.

Reading: "El ramo azul", Octavio Paz
Assessments due: Oral Presentation and Written Weekly Projects #1 “Video: Tips for Making Friends”
Reference material: CIEE Antología de Español “Intermediate”

Unit 1:5: Instagram Group Profile
Students create a group profile; every week the teacher propose different challenges that students must complete using videos, pictures, writing post and hashtags. The students post a picture to introduce themselves to the group, also they need to include 5 objects that represent their personalities.
The grammatical part of the session focuses on present tense verbs, nouns and articles, demonstratives and possessives adjectives.

Assessments due: Daily homework and Weekly quiz #1
Reference material: CIEE Antología de Español “Intermediate”
Week 2

Unit 2:1: Buying a tour in Costa Rica
The teacher chooses few pictures related to the topic and ask the students to comment on the post providing an adjective or word related to the vocabulary studied in class. To practice grammar, they can write full sentences describing those pictures. Grammar: Comparatives of adjective (Superiority, inferiority, equality), use of “ir” followed by “a” and “infinitivo” (ir+a+infinitivo)

Intro for (Task outside of classroom #1 “Recreate a famous piece of art”) Ask the students to arrange a famous piece of art with or without costumes and set pieces, also they will add their own twist to the artwork. Finally, they must upload both photos on the Instagram group profile, and share their work in class.

Reading: “El ahogado más hermoso del mundo Gabriel” García Márquez
Assessments due: Daily homework
Reference material: CIEE Antología de Español “Intermediate”

Unit 2:2: ONLINE Hands-On Cooking Class
In this hands-on VIRTUAL cooking class, the teacher will guide the students through traditional recipes and techniques of cooking in Latin America! So, even in this difficult Covid-19 pandemic situation, they can still be part of cultural exchange in cooking class and learn new vocabulary) Grammar: Positive and negative forms to use imperative for give instructions and orders.

Reading: “El ahogado más hermoso del mundo Gabriel” García Márquez
Assessments due: Daily homework and Task outside of classroom #1: “Recreate a famous piece of art”
Reference material: CIEE Antología de Español “Intermediate”

Unit 2:3: Learn About Types of Clothing and Choose an Outfit.
Using the imperfect and preterit, students talk about daily routines before isolation by pandemic in different times of the day (morning, afternoon, evening, night) and activities (Food, Clothes, leisure activities…) Grammar: uses of the imperfect and preterite, reflexive verbs.

Reading: “El ahogado más hermoso del mundo Gabriel” García Márquez
Assessments due: Daily homework, and Oral Presentation and Written Weekly Projects #2 “Food as a cultural phenomenon”
Reference material: CIEE Antología de Español “Intermediate”

Unit 2:4: Local life: Something/Someone
Previously in class the teacher asked the students to film themselves talking about something/someone (this will depend on progressive tenses, imperfect and preterit, irregular verbs and vocabulary taught at the moment). The group will have to post questions about every video on Instagram. This session student will develop their listening, comprehension,
lexical and grammatical skills while interact at the same time.

Reading: “El ahogado más hermoso del mundo Gabriel” Garcia Márquez
Assessments due: Daily Homework and Task outside of classroom #2 “Local life: Something/Someone”
Reference material: CIEE Antología de Español “Intermediate”

**Unit 2:5: Travel Journalist**
Students will work together on a travel journal for their next vacation. They're going to read, think, and write about what where and how it will happen. They will include descriptions about what to do each day, local daily life, art or music, and maps showing the sites seen (lodging, transportation, food, budget, entertainment ...) Grammar: Future tense

Assessments due: Daily homework and Weekly Quiz #2
Reference material: CIEE Antología de Español “Intermediate”

**Week 3**

**Unit 3:1: If I Were there, I would…**
The teacher is going to choose different images in an interesting setting or location. This session is to practice the Conditional. Students will observe the images and think of three conditional sentences in relation to each image?
Learning resource: If & Wish Board Game. It's a game where students can practice using conditionals and wishes, they have to recognize the conditional and come up with the complete sentence.

Reading: “Vendrán las lluvias suaves” Ray Bradbury
Assessments due: Task outside of classroom #3 “Countries and Culture”. Students will considerate culture, language, and food as three important elements play a vital role in structuring the culture of each country on earth. The purpose of this task is to investigate the importance of these three elements with culture on the country of their choice.
Reference material: CIEE Antología de Español “Intermediate”

**Unit 3:2: Online Scientific Experiments**
Students will make a scientific experiment and record it for an online science fair. Grammar: "por" - "para", forms and position of direct and indirect object pronouns. In order to make the process even more fun the students will share photos and videos on the group Instagram profile.

Reading: “Vendrán las lluvias suaves” Ray Bradbury
Assessments due: Daily homework
Reference material: CIEE Antología de Español “Intermediate”

**Unit 3:3: Life Experiences**
The teacher will create a short scavenger hunt to demonstrate and play in class (GoosChase, app). It will include clues that recall participants’ past life experiences to encourage conversation and interaction among the students as they discover hidden stories about each
other while seeking out ways to complete the missions! The Scavenger can include a variety of topics according to each country (Foreign Exchange, city art, people, food) ... Grammar: "por" - "para", forms and position of direct and indirect object pronouns.

Reading: “Vendrán las lluvias suaves” Ray Bradbury
Assessments due: Daily homework and Oral Presentation and Written Weekly Projects #3 “Nostalgia”. The Students will bring in a picture of themselves as a young child to describe in class. They will talk about this time in their lives starting with i.e. "Recuerdo cuando tenía cuatro años...”, and complete the task with "de tener esa edad yo no comería..." Grammar: imperfect tense and conditional structures talking about past and present habits.
Reference material: CIEE Antología de Español “Intermediate”

**Unit 3:4: Review**
The students will do a general review in preparation for the Final Test.

Reading: “Vendrán las lluvias suaves” Ray Bradbury
Assessments due: Task outside of classroom #4 “Scavenger Hunt”
(https://www.youtube.com/watch?v=6CyfDyHJ9uw)
Reference material: CIEE Antología de Español “Intermediate”

**Unit 3:5: Final Test**
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 “Intermediate”: exercises, verbs, vocabulary, readings, and links and guides to online resources.

**Reference**


**Online media resources**