CIEE Monteverde, Costa Rica

Course name: Spanish Language - Advanced I  
Course number: SPAN 3010 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

Designed for advanced students with a strong background in Spanish language (four or more semesters of college-level Spanish, or the equivalent as determined by a placement test) this course is for students that seek to consolidate their Spanish proficiency. The course aims to help students handle different registers of Spanish, explain their point of view on abstract subjects in oral and written productions, and adequately communicate in all kind of interactions. It seeks that students control at ease different degrees of formality, understand connotations and manage subtlety. The course covers all language competences (reading, writing, listening, speaking and interacting) primarily focusing on communicability in the production and comprehension of oral and written texts.

Learning Objectives

By completing this course, students will:

- Prove their understanding of extended speech and lectures and follow the main lines of argument provided the topic is reasonably familiar.
- Discriminate relevant information from narrative and descriptive texts (e.g. expanded descriptions of persons, places and things, and narrations about past, present and future events) and prove their understanding afterwards.
- Defend their opinion with enough language control to interact efficiently and effectively with those unaccustomed to dealing with language learners, using cultural knowledge to conform linguistically and behaviorally in common social and work-related interactions.
- Argue with ease and confidence in all major time frames and deal efficiently with a situation with an expected turn of events, participating in discussions on a wide range of topics and explaining a viewpoint on a topical issue giving advantages and disadvantages of various options.
- Develop a written discourse in full paragraphs that are organized, cohesive and detailed on a wide range of topics related to their interests, passing on information or convincing in support of or against a particular point of view.

Course Prerequisites

Four or more semesters of college-level Spanish, or the equivalent as determined by a placement test.

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). This course is taught entirely online for asynchronous learning, using the Canvas Learning Management System. The course covers all five language competences: spoken interaction, oral production and comprehension, writing and reading adapted to online learning. Students will be encouraged to produce oral and written texts paying special attention to effectiveness and adequacy to different communicative situations. Students will work with a booklet of original materials specially designed for the course, including written exercises, short texts, visual supports, etc. The course will also include assignments that involve online group interaction between the students to produce grammatically correct texts that satisfy not only communicative needs but also academic and professionals demands.

### Assessment and Final Grade

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. Grammar quizzes (3)</td>
<td>20%</td>
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<td>2. Communication Projects (2)</td>
<td>30%</td>
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<td>3. Written Compositions (3)</td>
<td>15%</td>
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<td>4. Oral Presentations (3)</td>
<td>15%</td>
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<td>5. Participation</td>
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### Course Requirements

#### Grammar Quizzes

Grammar quizzes on specific topics. These will be used to evaluate students’ abilities to consolidate specific grammar issues such as conjugations, phrasal verbs, pronouns and prepositions.

Time on Task = 10 Hours

#### Communication Projects

Students will create two communication projects. Communication Project #1 is a small-group presentation on a current affairs topic. Communication Project #2 is an individual presentation on a topic of individual choice. Communication projects will require research on specific topics, creation of a multimedia online support (PPT, video production, Prezzy), oral production and competence in a specific communicative skill. Projects may require research on a contemporary issue, newspaper or film review, analysis of a literary piece amongst others. The presentations will be uploaded to Canvas on a discussion board (previously established by the instructor). They should be 10-15 minutes in duration.

Time on Task = 20 Hours

#### Written Compositions

Students will be required to complete different genres of written products in response to different situations. The written products will be of varied length (from 400 to 1500 words) depending on the type of product and allotted time. Compositions will be evaluated on how well they incorporate context, their use of syntax and grammar, and lexicon richness.

Time on Task = 14 Hours

#### Oral Presentations

Students will be involved with each other through live and recorded oral interactions. They will have to work with their peers to create communicative scenarios and interact orally in Spanish. These short interactions will be assessed on students’ skills to produce adequate grammar discourses and communicability.

Time on Task = 8 Hours
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.

Online discussions begin with a prompt by the instructor, and students have a specified time period in which to reply as well as to comment on other students’ replies. As the weeks proceed, students earn points for thoughtful commentary, questions, and engagement in the discussion boards. Participation also includes the production of a 30-second video that introduces the student to the group.

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 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

Class 1.1  **Introductions**
The instructor will introduce themselves, the course, and browse extensively through the online learning dynamic. Students will present themselves in a video, and talk about their expectations for the course and their relationship with the Spanish language. Written composition #1 will be assigned: Students will interview a class peer and write an unauthorized biography (400 words).

Assessments:
Participation (introductory video)

Time on Task: 4.5 hrs

Class 1.2  **Habits and Social Codes**
Students will read about different social codes and habits from different Latin American Spanish speaking countries. They will propose recommendations to travelers on how to properly behave in a different country by consolidating some mandatory uses of the present Subjunctive mode (topic of Discussion #1)

Assessments:
Participation (Discussion #1)
Written Composition #1

Time on Task = 6 Hours

Class 1.3  **What do you think?**
Students will read and inform themselves (through short videos, articles, sites) on current Latin American topics. They will give their opinion and express arguments,
while assessing different viewpoints (basis of Discussion #2).

Assessments:
Participation (Discussion #2)

Time on Task = 6 Hours

Class 1.4  **My story, your story, our story**
Students will discuss the history of relationships among Hispanic countries. They will also research their own history (personal memories, migration stories, roots) and create a personal narration of their story. To do so, they will narrate situations and events the past (this is the basis of Discussion #3).

Assessments:
Participation (Discussion #3)

Time on Task = 4.5 Hours

Class 1.5  **During the pandemic**
Students will talk about their experiences during the pandemic and how they plan to make up for cancelled or delayed plans. To do so, they will employ the Imperative mode and present subjunctive mode for time expressions (this is the basis of Oral Presentation #1).

Assessments:
Oral Presentation #1
Grammar Quiz #1

Time on Task = 6 Hours

**Week 2**

Class 2.1  **Behind the scenes**
Students will read excerpts of literary pieces, including plays. They will describe movements, people and things and talk about body gesture. To do so, they will review aspects of pragmatic aspects of Spanish and deictic reference in speech.

Assessments:
Communication Project #1: Group project.
Time on Task = 5 Hours

Class 2.2  **In the movies**
Students will watch a movie and give their impressions of the story. They will compare the movie to other stories that they have read about or seen in another movie, to express their opinions and desires in present and past form. To do so, they will strengthen the use of the different pasts of Subjunctive mode (basis of Oral Presentation #2)

Assessments:
Oral Presentation #2

Resources: *Roma* (A. Cuarón, 2018)
Time on Task = 7 Hours

Class 2.3  **Social Networks**
Students will discuss the positive and negative aspects of Internet and social networks in daily life. They will refer to other people’s speech and opinion by commenting on comics, opinion articles and short videos (basis of Written Composition #2).

Time on Task = 5 Hours

Class 2.4  **A place to live**
Students will learn about different geographical gems of Latin America by browsing tourism sites, travel logs and journals. They will describe texts using poetic speech and emphasis strategies (basis of Discussion #4).

Assessments:
Written Composition #2
Participation (Discussion #4)

Time on Task = 4 Hours

Class 2.5  **Civil Rights right now**
Students will research on different social debates in Latin America by watching short clips on news and reading newspaper articles. They will express feelings on social and political situations by using different forms of Conditional mode and Past Subjunctive mode (basis of Written Composition #3).

Assessments:
Grammar Quiz #2

Time on Task = 6 Hours

**Week 3**

Class 3.1  **Let the music play!**
Students will listen to different music genres and become familiar with different Spanish speaking artists. They will give their opinion on music styles and review a virtual concert. To do so, they will express opinion (basis of Discussion #5).

Assessments:
Written Composition #3
Participation (Discussion #5)

Time on Task = 4.5 Hours

Class 3.2  **Environment and people’s habits**
Students will hear and learn the point of view of different social actors on environmental issues like conservation, sustainability and resilience; in Monteverde, Costa Rica. They will create an awareness campaign to raise awareness using different temporal and concessive clauses (basis of Communication Project #2).

Time on Task =5 Hours

Class 3.3  **Tradition, food and consciousness**
Students will compare different traditions related to food and how these have changed over time with environmental and social awareness. They will create a video discussing their viewpoints and expressing cause and consequence on different action taking (basis of Oral Presentation #3).

Assessments: Oral Presentation #3

Time on Task =5 Hours

Class 3.4  **Where will we be tomorrow?**
Students will make assumptions and guesses on the world in the future. They will express hypothesis with the future and write a letter to future generations on their experience during these past months (Discussion #6).

Time on Task =4.5 Hours

Class 3.5  **Closure**
Students will participate in a symposium where they will present their independent project (videos posted on Canvas discussion board). They will further participate by providing feedback to their peers.

Assessments:
Communication Project #2: Individual project.
Grammar Quiz #3

Time on Task =4 Hours

**Textbook and workbooks:**
CIEE Antología de Español is a collection of exercises, verbs, vocabulary, readings, and other printed materials.

**Reference materials**