

**Program Name:** SHSU Field School COSTA RICA- Santa Ana

**Program Details**

**Faculty Leader Name:** Dr. [REDACTED]

**Program Location(s):** Santa Ana, Costa Rica

**Address of Program Site:** Río Oro de Santa Ana del Super Río Oro 1600 Sur, 800 Sureste Santa Ana, Costa Rica

**Dates of Instruction on campus at SHSU (if any, do not include orientations here):**

[Start to End dates]

**Dates of Instruction Abroad:**

May 30-June 27, 2018

**Program Overview**

**Please give an overview of the program which can be used for marketing to students.**

The purpose of the Costa Rica-Santa Ana Field School is to contribute to the education of truly global individuals by conducting a program in which SHSU students and faculty come together as a community of scholars to study the Spanish language and Costa Rican culture and to interact with the Costa Rican community on a formal as well as informal level. Students take Spanish courses that enhance their language skills, bringing them to a higher level of competency, but especially in their speaking skills. Besides classroom instruction, students are provided with opportunities for spontaneous conversations because they live with host families in the small community of Santa Ana. In addition, classes are held at the beautiful campus of CONVERSA, whose staff also constitutes a supportive community where students feel free to practice their Spanish in a non-threatening environment.

**Program Learning Activities**

**Please describe learning activities that the group will participate in outside of the classroom that are related to course learning objectives. If dates are known, provide those as well.**

There will be a number of activities outside of the classroom that will enhance the material practiced in class.

May 31, afternoon; a talk by Andy Kaufman on Costa Rican economical, political and cultural issues. This activity will enhance the following learning objectives in the various courses: to actively discuss a variety of topics related to the Spanish-speaking culture; to compare the Spanish-speaking world with other cultures; to apply cultural information about Costa Rica gleaned from personal interactions when writing a series of short paragraphs; to compare and contrast personal experiences related to Costa Rican and American culture in conversations and in writing.

June 1, afternoon; a walking tour of Santa Ana with María Jiménez. This activity will enhance the following learning objectives in the various courses: to interact with the community of Santa Ana, to describe people and places, to speak with town merchants, to ask for directions, to order at a restaurant, to inquire about opinions and make purchases; to practice Spanish based on topics and vocabulary introduced in class; to communicate thoughts, perspectives, and feelings.

June 4, June 5 June 11, June 12, June 18, June 19, June 26, afternoons; a series of workshops that cover a number of grammar points. This activity will enhance the following learning objectives in the various courses: to learn fundamental principles of Spanish in order to improve accuracy in all modes; to develop creative expression capacities in Spanish; to allow their new acquaintances to correct their errors in grammar.

June 7, June 14, June 21, afternoons; a series of workshops that focus on pronunciation. This activity will enhance the following learning objectives in the various courses: To learn fundamental principles of Spanish in order to improve accuracy in all modes; to seek spontaneous opportunities to practice the language on their own.

June 8, morning; trip through cloud forest and rain forest; stop at Teleférico to ride tram through rain forest. This activity will enhance the following learning objectives in the various courses: to seek spontaneous opportunities to practice the language on their own; to visit various sites dealing with several aspects of Costa Rican culture; to practice Spanish based on topics and vocabulary introduced in class; to actively discuss a variety of topics related to the Spanish-speaking culture.

June 9, morning; visit to Finca Surá. This activity will enhance the following learning objectives in the various courses: to seek spontaneous opportunities to practice the language on their own; to visit various sites dealing with several aspects of Costa Rican culture; to practice Spanish based on topics and vocabulary introduced in class; to actively discuss a variety of topics related to the Spanish-speaking culture; to apply cultural information about Costa Rica gleaned from personal interactions when writing a series of



short paragraphs.

June 10, morning, visit to Tirimbina Biological Research Center. This activity will enhance the following learning objectives in the various courses: to seek spontaneous opportunities to practice the language on their own; to visit various sites dealing with several aspects of Costa Rican culture; to practice Spanish based on topics and vocabulary introduced in class; to actively discuss a variety of topics related to the Spanish-speaking culture.

June 6, June 13, June 20, afternoons; Latin dance lessons. This activity will enhance the following learning objectives in the various courses: to seek spontaneous opportunities to practice the language on their own; to practice Spanish based on topics and vocabulary introduced in class; to actively discuss a variety of topics related to the Spanish-speaking culture; to interact with local merchants in Santa Ana.

June 12, morning, tour of National Art Museum and National Historical Museum in San José, as well as a craft market. This activity will enhance the following learning objectives in the various courses: to actively discuss a variety of topics related to the Spanish-speaking culture.; to compare the Spanish-speaking world with other cultures; to develop creative expression capacities in Spanish; to apply cultural information about Costa Rica gleaned from personal interactions when writing a series of short paragraphs.

June 14, morning, early afternoon, visit to Los Pupos coffee farm and to Trapiche sugar cane farm.

This activity will enhance the following learning objectives in the various courses: to actively discuss a variety of topics related to the Spanish-speaking culture; to compare the Spanish-speaking world with other cultures; to develop creative expression capacities in Spanish; to apply cultural information about Costa Rica gleaned from personal interactions when writing a series of short paragraphs.

June 25, afternoon, visit to family ceramics factory. This activity will enhance the following learning objectives in the various courses: to practice Spanish based on topics and vocabulary introduced in class; to carry out tasks related to the community of Santa Ana; to seek spontaneous opportunities to practice the language on their own; to practice Spanish based on topics and vocabulary introduced in class;

#### Other Activities and Cultural Learning Experiences

**Please describe opportunities for cultural immersion in the host culture, if applicable.**

There will be many opportunities for cultural immersion with the host families, their extended families, the community of Santa Ana (at restaurants, with merchants at small stores, at the public library, at the cultural center) the CONVERSA staff, the places of program activities as well as weekends when students travel on their own, at own expense.

#### Natural Environment Exposure

**Please describe any expected activities that will necessitate exposure to the natural environment, if applicable.**

The campus of CONVERSA is in a beautiful natural environment. Field trips will be to three different farms as well as to the cloud forest and the rain forest. Guides will explain the flora and fauna that are encountered along the way and environmental issues. The accommodations, including classrooms and field trips, are not appropriate for people with mobility issues.

#### Orientation, Reflection & Assessment



<b>Please describe pre-departure and on-site orientation plans.</b>	There will be a pre-departure orientation session on the SHSU campus in early May, where information about the program and keeping safe will be delivered verbally and in writing. On the CONVERSA campus, the day after arrival, a second orientation will take place, again with verbal as well as written information.
<b>Please describe opportunities for student reflection on their experience living in another culture, both while abroad and after their return.</b>	All students will write daily journal entries of their observations and reflections, to be turned in twice while on site and to keep and reflect on later.

**Program Logistics**

**Who will make logistical arrangements (housing, classroom space, excursions, etc.) for this program?**

☐ Faculty Leader      ☐ Independent Program Provider (AIFS, CAPP, Travel Agency, etc.)      ☐ Other

Dr. [REDACTED] will make the arrangements. She will make some of the arrangements through personnel at CONVERSA (host-family housing for students, classrooms, airport pick up, short field trips) She will make the arrangements for the three-day trip with Lloyd Martínez Forbes, owner of Viajes Paradiso in Heredia, Costa Rica.

**How will the group travel to the study abroad location?**

☐ Group Flight      ☐ Independent flight arranged by students      ☐ Other

Drs. Koeninger and Andrist will arrange their own flights and notify students. Students will then make their own flight arrangements.

**What type of accommodations will students stay in during the program?**

☐ Hotel      ☐ Shared apartment      ☐ Homestay      ☐ Student resident halls      ☐ Other

Students will stay with host families in the town of Santa Ana.

**Do you require classroom space at the study abroad location?**

☐ Yes      ☐ No

Yes. CONVERSA will arrange the classroom spaces.

**Student Enrollment**

**Will this program be open to students from other institutions?**

☐ Yes      ☐ No

Yes, but will not be counted toward minimum enrollment.

**If yes, how many students from other institutions will you allow?**

**No specific limit**

**What is the minimum enrollment needed to cover costs (minimum 10)?**

40 students

**Are there contingency plans to cover financial losses? Please describe.**

Director will pay her own airfare, if needed.



**Does the program location/logistics provider have potential to develop into a viable option for other departments/colleges/programs?**

Yes, very much so.

**If there are similar courses being offered abroad, how will you ensure that your course does not conflict with the other course in regards to student enrollment?**

Our competition is [REDACTED] program in Spain.

The Costa Rica program is much more in touch with the natural environment. Also, students feel that they are part of a community, they have more opportunities for personal interaction and, therefore, they show greater progress in their Spanish skills by the end of the program.

**Student Requirements**

**What specific requirements, if any, will students need to meet in order to participate in each course and the program as a whole?**

SPAN2311 Prerequisites: Grade of C or better in SPAN1412 or equivalent.  
SPAN 2312 Prerequisites: Grade of C or better in SPAN2311 or equivalent.  
SPAN3369 Prerequisites: SPAN1411, SPAN1412, SPAN2311, SPAN2312, SPAN3361 with a grade of C or higher.  
SPAN4370 Prerequisites: SPAN1411, SPAN1412, SPAN2311, SPAN2312, SPAN3361 with a grade of C or higher.

**Will students need to take any special health precautions?**

They should consume bottled water.

**Will students need a visa?**

No.

**Have arrangements been made to address the needs of students with learning and/or physical disabilities, if necessary? If needed, please check with SHSU's Services for Students with Disabilities (SSD).**

The program is not appropriate for students with physical disabilities as the classrooms and the campus dining room and bathrooms all require walking up steep inclines. Students with learning abilities can be accommodated.

**Is there an official US Department of State Travel Warning currently in effect for the program location?**

No.

**Are there any known security/safety/health risks at the proposed program site, and how will these be addressed?**

Students are provided with the CDC information and the DOS information. There are no major risks in Costa Rica.



**SHSU Program Contacts**

<b>Faculty Leader:</b>	Dr. [REDACTED], Associate Professor of Spanish		
<b>Department &amp; Mailbox:</b>	Dept. of Foreign Languages Box 2147		
<b>Email Address:</b>	[REDACTED]@shsu.edu	<b>Campus Phone:</b>	4-[REDACTED]
<b>Additional Faculty/staff:</b>	Dr. [REDACTED], Professor of Spanish		
<b>Department &amp; Mailbox:</b>	Dept. of Foreign Languages Box 2147		
<b>Email Address:</b>	[REDACTED]@shsu.edu	<b>Campus Phone:</b>	[...]
<b>Will this faculty/staff member accompany students on the program? yes</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Additional Faculty/staff:</b>	[...]		
<b>Department &amp; Mailbox:</b>	[...]		
<b>Email Address:</b>	[...]	<b>Campus Phone:</b>	[...]
<b>Will this faculty/staff member accompany students on the program?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No		

**In-Country Contacts**

<b>Primary Local Contact:</b>	[REDACTED]		
<b>Address:</b>	Río Oro de Santa Ana del Super Río Oro 1600 Sur, 800 Sureste Santa Ana, Costa Rica		
<b>Email Address:</b>	[REDACTED]@conversa.com	<b>Phone Number:</b>	[REDACTED]
<b>Function:</b>	Administrator: CONVERSA		
<b>Additional Local Contact:</b>	[Name and title]		
<b>Address:</b>	[Street address, city, country & postal code]		
<b>Email Address:</b>	[...]	<b>Phone Number:</b>	[Include country code]
<b>Function:</b>	[Housing, academic coordinator, travel agent, etc.]		

Proposed Course to be Taught (Use Additional Course Sheet for programs with more than one course.)			
<b>Course Prefix and Number:</b>	SPAN2311	<b>Course Title:</b>	Intermediate Spanish I
<b>Course Description:</b>	Readings of medium difficulty are used as a basis for reading and aural comprehension as well as for oral communication. For non-native speakers of Spanish. Native Spanish speakers should take the CLEP for placement.		
<b>Instructor for Course:</b>	Dr. [REDACTED]	<b>SHSU Credit Hours and Contact Hours for entire course:</b>	3 credit hours; 45 contact hours
<b>What are the student learning outcomes for the course? Please attach a course syllabus and/or reading list for each course.</b> <p>Upon completion of this course, students will be able to accomplish the following:  Recall vocabulary and phrases on the novice-2 level when listening to spontaneous conversations in Spanish.  Reproduce basic vocabulary and phrases when speaking in spontaneous conversations in Spanish.  Apply cultural information about Costa Rica gleaned from personal interactions when writing a series of short paragraphs.  Compare and contrast personal experiences related to Costa Rican and American culture in conversations and in writing.  Design several dialogs to be presented with a small group of classmates in hypothetical situations related to a visit to a clinic and an evening at a restaurant.</p>			
<b>Please detail how the stated learning outcomes will be assessed.</b>		<b>Learning outcomes will be assessed by a series of written as well as oral tests.</b>	
<b>What is the rationale for teaching the course(s) at this location versus the SHSU campus?</b> <p>Exposure to Costa Rican culture and practice in the Spanish language in a real context under spontaneous situations and meaningful circumstances will enhance students' ability to communicate in Spanish.</p>			
<b>What is the projected number of student participants in this course?</b>		<b>10</b>	



**Additional Course Sheet**

<b>Course Prefix and Number:</b>	SPAN2312	<b>Course Title:</b>	Intermediate Spanish II
<b>Course Description:</b>	Continuation of SPAN2311 with special emphasis on practical needs for communication.		
<b>Instructor for Course:</b>	Dr. [REDACTED]	<b>SHSU Credit Hours &amp; Contact Hours for entire course:</b>	3 credit hours; 45 contact hours
<b>What are the student learning outcomes for the course? Please attach a course syllabus and/or reading list for each course.</b>			
Upon completion of this course, students will be able to accomplish the following: Recall vocabulary and phrases on the intermediate level when listening to spontaneous conversations in Spanish. Reproduce vocabulary and phrases on an intermediate level when speaking in spontaneous conversations in Spanish. Apply cultural information about Costa Rica gleaned from personal interactions and newspapers when writing a series of short paragraphs. Compare and contrast personal experiences related to Costa Rican and American culture in conversations and in writing. Design several dialogs to be presented with a small group of classmates in hypothetical situations related to a visit to a market and a small grocery store.			
<b>Please detail how the stated learning outcomes will be assessed.</b>		<b>Outcomes will be assessed with a series of written and oral tests and assignments.</b>	
<b>What is the rationale for teaching the course(s) at this location versus the SHSU campus?</b>			
Exposure to Costa Rican culture and practice in the Spanish language in a real context under spontaneous situations and meaningful circumstances will enhance students' ability to communicate in Spanish.			
<b>What is the projected number of student participants in this course?</b>			<b>10</b>





**Additional Course Sheet**

<b>Course Prefix and Number:</b>	SPAN3369	<b>Course Title:</b>	Conversational Spanish II
<b>Course Description:</b>	Emphasis is placed on extemporaneous speaking and conversation. Reading materials from Spanish speaking countries will be included as a basis for conversation and composition.		
<b>Instructor for Course:</b>	Dr. [REDACTED]	<b>SHSU Credit Hours &amp; Contact Hours for entire course:</b>	3 credit hours; 45 contact hours
<b>What are the student learning outcomes for the course? Please attach a course syllabus and/or reading list for each course.</b>			
Upon completion of this course, students will be able to accomplish the following: Recall information in Spanish related to personal, autobiographical experiences presented to class orally and to the professor in writing. Describe a series of Costa Rican cultural experiences by presenting and explaining them orally in class. Compare and contrast Costa Rican and American (or other) cultures by presenting and discussing in class. Demonstrate orally in class and with visual props the steps for accomplishing a procedure. Design several dialogs to be presented with a small group of classmates under a number of hypothetical situations. Summarize and evaluate Costa Rican stories and films, presenting conclusions to class orally and in writing. Analyze and critique a social problem found in Costa Rica and compare/ contrast to similar problems in U.S. orally and in writing.			
<b>Please detail how the stated learning outcomes will be assessed.</b>		<b>Learning outcomes will be assessed by oral presentations and participation, as well as by written projects and reports.</b>	
<b>What is the rationale for teaching the course(s) at this location versus the SHSU campus?</b>			
Exposure to Costa Rican culture and practice in the Spanish language in a real context under spontaneous situations and meaningful circumstances will enhance students' ability to converse in Spanish.			
<b>What is the projected number of student participants in this course?</b>		<b>10</b>	

### Additional Course Sheet

<b>Course Prefix and Number:</b>	SPAN4370	<b>Course Title:</b>	Seminar: Selected Topics in Literature, Language & Culture (Literature & Society in Costa Rica)
<b>Course Description:</b>	Students will gain a working knowledge of Costa Rican literature and culture through analysis of the writings of modern Costa Rican writers, as well as personal observations and interviews with natives, while sharpening their Spanish skills by developing vocabulary, discussing ideas and writing essays on class topics.		
<b>Instructor for Course:</b>	Dr. [REDACTED]	<b>SHSU Credit Hours &amp; Contact Hours for entire course:</b>	3 credit hours; 45 contact hours

**What are the student learning outcomes for the course? Please attach a course syllabus and/or reading list for each course.**

Upon completion of this course, students will be able to accomplish the following:  
 Recall information in Spanish related to Costa Rican geography, topography, natural resources, native plants and animals and present orally and in writing.  
 Understand Costa Rican history and apply information to present political and social situations orally and in writing.  
 Observe and analyze social institutions in Santa Ana, Costa Rica, and present conclusions orally and in writing.  
 Relate and evaluate information about food found in host family, in Santa Ana, on the campus of CONVERSA, including the hydroponics garden, presenting orally and in writing.  
 Recall and analyze information in Spanish about Costa Rican artists and present an analysis of a work or art orally and in writing.  
 Discuss, explain and evaluate a series of topics presented by classmates in class.

**Please detail how the stated learning outcomes will be assessed.**

**Learning outcomes will be assessed by quizzes, presentations and participation, as well as by written reports.**

**What is the rationale for teaching the course(s) at this location versus the SHSU campus?**

Exposure to Costa Rican culture and practice in the Spanish language in a real context under spontaneous situations and meaningful circumstances will enhance students' ability to converse in Spanish.

**What is the projected number of student participants in this course?**

**10**



**Supplementary Documents**

**Please attach the following materials to your program proposal:**

- |  |  |
|--|--|
| <input type="checkbox"/> Course syllabus and/or reading list for EACH course taught abroad | <input type="checkbox"/> Contracts, agreements, etc.                 |
| <input type="checkbox"/> Program itinerary for the entire length of the program            | <input type="checkbox"/> CV's of non-SHSU on-site staff, if required |
| <input type="checkbox"/> Comprehensive program budget (use budget template)                |  |
| <input type="checkbox"/> Department and College approvals                                  |  |

**Reminders & Considerations**

**Please consider the following when developing your program:**

- Students may not earn more than 1 semester credit hour per week over the course of the program. For example, a 3-week program cannot offer more than 3 semester credit hours.
- **All programs must have a minimum of 10 students enrolled in each undergraduate course AND/OR 5 students enrolled in each graduate course to travel (CJ dept. must have a minimum of 15 undergraduates).**
- All students accepted to your program must attend a mandatory Pre-Departure Orientation provided by the Study Abroad Coordinator. This orientation should be held no later than one month prior to departure.
- A Study Abroad Fair is held in September and Study Abroad Info. Sessions once a week in October & February. These events are opportunities for you to recruit students for your program. Please contact the Study Abroad Coordinator for the exact dates.
- OIP can help promote your program by displaying promotional materials.
- OIP provides scholarships for study abroad, based on at least a 3.0 GPA.
- OIP can assist students in applying for additional financial aid to help cover the additional costs of studying abroad.

**Department and College Approvals**

By signing below, the faculty leader, Department Chair, and Dean of the College agree to abide by the policies and procedures set forth by the Office of International Programs (OIP) for faculty-led programs. OIP reserves the right to cancel any program if it determines that the program is not meeting any of the guidelines in the policy manual, or poses a safety and security risk to the student participants. Departments and Colleges also retain the right to cancel any program that does not meet internal rules or regulations.

Dr. [REDACTED]

\_\_\_\_\_  
Faculty Leader Name

\_\_\_\_\_  
Faculty Leader Signature

\_\_\_\_\_  
Date

Dr. [REDACTED]

\_\_\_\_\_  
Department Chair Name

\_\_\_\_\_  
Department Chair Signature

\_\_\_\_\_  
Date

Dr. [REDACTED]

\_\_\_\_\_  
College Dean Name

\_\_\_\_\_  
Dean Signature

\_\_\_\_\_  
Date

# Faculty Budget Request Form

<b>Program Name:</b> Costa Rica-Santa Ana		<b>Faculty Leader:</b> Dr. Frieda Koeninger		<b>Program Dates:</b> May 30-June 27, 2018	
<b>Dept.:</b> World Langs & Cultures		<b>College:</b> CHSS		<b>Min. # of Students:</b>	
<b># of Credits:</b>					

INSTRUCTIONS: Fill out the form below, including ONLY costs that will be billed to the students through the program cost. DO NOT include costs the students will pay separately (ex: tuition, \$200 Study Abroad Service Fee, health insurance, airfare, etc.). For faculty and other costs, only include those that will be included in the cost for the students. For the estimated number of students, indicate the MINIMUM needed in order for the program to go (10 or 15).

Student Costs		US \$\$	# of People	Subtotal	Faculty Costs			US \$\$	# of People	Subtotal	Other Costs			US \$\$	# of People	Subtotal	
Airfare				0	Airfare			770	2	1540	Facilities (Classroom) Fee					0	
Visa				0	Visa					0	Guest Speakers					0	
Lodging		1800	30	54000	Lodging					0	Contingency/ Misc expenses					0	
Meals				0	Meals					0	Phone/ Internet					0	
In-country Travel		400	30	12000	In-country Travel					0	Group Meals					0	
Insurance				0	Insurance					0	Other (Identify)					0	
Site visit Fees				0	Site visit Fees					0	<b>TOTAL</b>					<b>0</b>	
<b>TOTAL</b>				<b>66000</b>	<b>TOTAL</b>						<b>1540</b>	<b>TOTAL</b>					<b>0</b>

**TOTAL PROGRAM BUDGET**

67540

**TOTAL COST PER STUDENT**

\$2,250

**APPROVALS**

	Printed Name	Signature	Date
Faculty Leader	Frieda Koeninger		
Department Chair	Leif French		
Dean	Abbey Zink		
OIP			
Provost	Richard Eglsaer		
Budget Office			
VP Finance			

For OIP and Budget Office Use Only

FOAP:

720 Subtotal:

0

710 Subtotal:

67540

## TENTATIVE ITINERARY

## COSTA RICA-SANTA ANA 2018

	day	month	place	Activity
Wed	30	May	Houston-Santa Ana, Costa Rica	travel to program site. This is the best number to contact us the whole month: 1-888-669-1664
Thurs	31	May	Campus of Conversa, Río Oro, Santa Ana, Costa Rica	Orientation; classes; talk by Andy Kaufman about economics, politics and culture of Costa Rica
Fri	1	June	Conversa, Santa Ana	classes and afternoon tour of Santa Ana
Sat	2	June	Santa Ana	students spend weekend with families
Sun	3	June	Santa Ana	students spend weekend with families
Mon	4	June	Conversa, Santa Ana	classes
Tue	5	June	Conversa, Santa Ana	classes
Wed	6	June	Conversa, Santa Ana	classes
Thurs	7	June	Conversa, Santa Ana	classes
Fri	8	June	8:30 a.m., leave Santa Ana; journey to hotel Selva Verde Lodge, in Puerto Viejo, Sarapiquí	On the way, go on tram and guided walk through rain forest, Braulio Carrillo National Park
Sat	9	June	Sarapiquí, Puerto Viejo area	Guided tour of Finca Surá, small pineapple farm, afternoon optional activities
Sun	10	June	Puerto Viejo area, departure, arrival at Santa Ana	Check out of Lodge, then tour of Tirimbina Biological Reserve and return trip.
Mon	11	June	Conversa, Santa Ana	classes
Tue	12	June	Conversa, Santa Ana	classes
Wed	13	June	Conversa, Santa Ana	classes
Thurs	14	June	Conversa, Santa Ana	classes; field trip to coffee farm "Los Pupos" and sugar mill "El trapiche"
Fri	15	June	Conversa, Santa Ana	classes
Sat	16	June	Conversa, Santa Ana	Drs. Andrist & Koeninger will stay at Conversa campus; students will stay with families or travel on their own.
Sun	17	June	Conversa, Santa Ana	Drs. Andrist & Koeninger will stay at Conversa campus; students will stay with families or travel on their own.
Mon	18	June	Conversa, Santa Ana	classes; visit to Ceramics factory
Tue	19	June	Santa Ana-San Jose-Santa Ana	Field trip to museums in San José
Wed	20	June	Conversa, Santa Ana	classes
Thurs	21	June	Conversa, Santa Ana	classes
Fri	22	June	Conversa, Santa Ana	classes

## TENTATIVE ITINERARY

## COSTA RICA-SANTA ANA 2018

Sat	23 June	Conversa, Santa Ana	Drs. Andrist & Koeninger will stay at Conversa campus; students will stay with families or travel on their own.
Sun	24 June	Conversa, Santa Ana	Drs. Andrist & Koeninger will stay at Conversa campus; students will stay with families or travel on their own.
Mon	25 June	Conversa, Santa Ana	classes
Tues	26 June	Conversa, Santa Ana	classes; FINAL EXAMS
WED	27 June	Travel to Houston	

## **SPAN 3369 Conversational Spanish II: Tentative syllabus**

3 credit hours

SUMMER I 2018 (May 30-June 27)

To be held at CONVERSA, SANTA ANA, COSTA RICA

Week days; 11:00-1:00; 3:30-5:00 (54 contact hours) Also you will be expected to participate actively in a number of fieldtrips and other activities.

Professor: Dr. [REDACTED] Office will be in La Casona on site at CONVERSA.office hours before and after class  
[REDACTED]@shsu.edu

For the official SHSU policies on academic dishonesty, Americans with Disabilities Act, absences for religious holy days and visitors in the classroom, please click on the following link:

<http://www.shsu.edu/syllabus/>

### **CATALOG DESCRIPTION OF COURSE:**

#### **DESCRIPTION OF COURSE:**

**Conversational Spanish II** is a class designed to improve the listening and speaking skills developed in the elementary/intermediate sequence. The prerequisite for this course is the satisfactory completion of SPAN 2312 with "C" or better (and preferably 3361 & 3368). The entire course will consist of oral activities including the discussion of readings from the internet and other sources. It is the responsibility of the student to prepare the vocabulary related to the topics and to employ proper grammar since this has been learned in earlier courses.

The course is designed for those desiring more thorough interactive abilities in Spanish. Prerequisite is C or better in SPAN 2312 or the equivalent. The course prepares the student by stimulating the development of vocabulary and by encouraging practice in strategies for effective spoken, along with written expression. Students are expected to use the language in and outside class, to participate actively in required assignments and to prepare and submit assignments on time. The course combines spoken practice of Spanish through reports, compositions, class cyber-discussions on assigned topics, using the sources already mentioned, as well as other sources, such as articles and films. It offers a review of more advanced grammatical structures with the aim of achieving greater accuracy. This course is conducted entirely in Spanish.

All submissions, spoken or written, must be entirely in Spanish, including diacritic marks, etc., in the latter case. Therefore, you must work in Word, Spanish version, or using keyboard procedures detailed in the document in Blackboard, e.g., for an accented vowel: control, apostrophe, vowel.

#### **COURSE LEARNING OUTCOMES:**

Upon completion of this course, students will be able to accomplish the following:

Recall information in Spanish related to personal, autobiographical experiences presented to class orally and to the professor in writing.

Describe a series of Costa Rican cultural experiences by presenting and explaining them orally in class.

Compare and contrast Costa Rican and American (or other) cultures by presenting and discussing in class.

Demonstrate orally in class and with visual props the steps for accomplishing a procedure.

Design several dialogs to be presented with a small group of classmates under a number of hypothetical situations.

Summarize and evaluate Costa Rican stories and films, presenting conclusions to class orally and in writing.

Analyze and critique a social problem found in Costa Rica and compare/ contrast to similar problems in U.S. orally and in writing.

#### **GENERAL GOALS (Optimal results):**

Awareness and appreciation, vocabulary, grammar, reading, writing, survival and enjoyment

The course will achieve the goals by:

- (a) Using the target language;
- (b) Working hard and consistently;
- (c) Allowing you to develop communication process in a variety of contexts;
- (d) Exposing you to a variety of language functions, structures, and vocabulary;
- (e) Promoting creative-discourse level Spanish practice.

#### **COURSE OBJECTIVES (Optimal activities):**

The course is designed mainly for you to develop: (a) critical listening and speaking skills especially but also (b) good editing and proofreading skills (including auto-correction), and (c) good listening, speaking, reading and writing strategies, through the following:

To learn fundamental principles of Spanish in order to improve accuracy in all modes.

To develop creative expression capacities in Spanish  
To practice Spanish based on topics and vocabulary introduced in class.  
To communicate thoughts, perspectives, and feelings.  
To use five modes of rhetorical expressions as description, narration, analysis, exposition, and argumentation.  
To actively discuss a variety of topics related to the Spanish-speaking culture.  
To compare the Spanish-speaking world with other cultures.

### **STYLE**

This is a "hybrid" course which has two main delivery methods: an on-line BLACKBOARD for information outside class meetings and a SEMINAR-STYLE, student-centered, format in more traditional in-class meetings with a minimum of professor lecture. Spanish will be the preferred language in both in the majority of cases but code-switching will be practiced when necessary. Since language is a social skill and activity, this is the only way to effectively learn. In either language, mistakes are natural--tolerance and assistance are the watchwords. Be flexible--think of another way to send the same message if you get "stuck."

**COURSE FORMAT:** The class meets periodically, plus activities. The classroom will provide the necessary background for learning, but MUCH individual effort outside the classroom is essential to develop the **Spanish language skills** that are the main goals for this course, the **application of same** and the **related analysis and evaluation in thinking**.

### **REQUIRED TEXTS AND REFERENCE/READING LIST**

#### **IN-CLASS AND ON-LINE SOURCES**

#### **REQUIRED SUPPLIES**

- three-ring notebook with pockets for class materials (handouts, notes, etc.), dividers, with plenty of lined notebook paper for your own use plus journal entries
- pencil or pen for taking notes in class
- personal skills and attitudes: enthusiasm and interest; listening skills, willingness to speak and open-mindedness; time every day outside of class for reading and reflection, awareness that this class is an academic experience which requires intellectual efforts and results

#### **OPTIONAL TEXTS, REFERENCES OR SUPPLIES**

- English/Spanish/Spanish/English dictionary
- one three-ring notebook binder
- colored highlighters for marking passages

#### **EVALUATION/GRADES (Assessment)**

UNDERGRADUATE = 1000 PTS.

(1000-934=A, 933-900=A-, 899-867=B+, 866-834=B, 833-800=B-, 799-767=C+, 766-734=C, 733-700=C-, 699-667=D+, 666-600=D)

#### **GRADE COMPONENTS**

Attendance=250 (29+ days/45? components)

18 days of classes@5=90

17? SHSU activities=110 (percentage)

10 Conversa activities@5=50

Participation=250 (29+ days/45? components)

18 days of classes@5=90

17? + SHSU activities=110 (percentage)

10 Conversa activities@5=50

4 weekly "exams" of written work: Language Log/blog (personal diary)=280 (28 days @10)

11 oral exams (in-class presentations) @20=220

#### **RUBRIC: COMPONENTS OF ORAL GRADE/PRESENTATION: (in order of importance)**

1. Pronunciation
2. Style of presentation (eye contact, intonation, etc.)
3. Mechanics (grammar & spelling)
4. Vocabulary & style
5. Content
6. Organization
7. Investigation/research



**RUBRIC: COMPONENTS OF ANY WRITTEN WORK (in order of importance)**

1. Mechanics (grammar & spelling)
2. Vocabulary & style
3. Content
4. Organization
5. Investigation/research

**THE FOLLOWING RUBRIC WILL BE APPLIED TO GRADED ASSIGNMENTS**

	<b>4 EXCELLENT</b>	<b>3 GOOD</b>	<b>2 FAIR</b>	<b>1 POOR</b>
<b>ORGANIZATION</b>	Presentation is effective and presented in a logical format with a clear beginning, middle and end. There is a clear statement of ideas and smooth transitions. The writer has stated the main idea clearly and has provided relevant details.	Presentation is effective with a few minor problems and is generally logical. The sequencing is logical but incomplete. The main ideas are clear but loosely connected.	Presentation is somewhat logical but can be confusing at certain points. Ideas are not well connected and lack logical sequence. The main idea is unclear and lacking relevant details.	Presentation lacks organization and logical order. Ideas are not communicated effectively and lack appropriate details. Presentation is inappropriate and distorts the topic.
<b>CONTENT</b>	The main idea is clearly conveyed in a presentation that is relevant and interesting. The student provides evidence of thoughtful input and all details are appropriate. Appropriate vocabulary and functions are used.	The main idea has been conveyed but lacks relevant details to support it. The student usually uses proper vocabulary and appropriate functions.	The main idea is unclear and the details supporting it are irrelevant. The student uses few of the appropriate vocabulary words and functions.	The main idea is unclear and there is no evidence of details to support it. The details that are provided are irrelevant and none of the proper vocabulary or functions is used.
<b>VOCABULARY</b>	There is a wide range of the vocabulary words used in an accurate manner to convey the main idea.	There is an adequate range of the vocabulary words with some errors in usage.	There is a limited range of vocabulary words used accompanied by inappropriate use and errors.	There is a small range of vocabulary, erroneous usage and translation based errors.
<b>GRAMMAR</b>	Grammatical functions are used correctly with very few errors in verb tenses, order, number, agreement, articles, prepositions and pronouns.	Grammatical functions are used adequately with some errors in constructions and with verb tenses, order, number, agreement, articles, prepositions and pronouns.	There are significant mistakes in constructions and with verb tenses, order, number, agreement, articles, prepositions and pronouns that interfere with meaning.	There are frequent errors in usage that distort meaning. Simple sentence construction is lacking as well as knowledge of verb tenses, order, number, agreement, articles, prepositions and pronouns.
<b>MECHANICS, especially in writing (TO INCLUDE</b>	Spelling, punctuation, and capitalization are generally correct.	Spelling, punctuation, and capitalization errors are infrequent.	There are frequent errors with spelling, punctuation, and capitalization.	Mistakes in spelling, punctuation, and capitalization distort meaning. Citations

<b>COMPONENTS OF INVESTIGATION AND RESEARCH AS APPROPRIATE TO THE ASSIGNMENT)</b>	Citations and paraphrasing are used appropriately as relevant to the assignment.	Citations and paraphrasing are generally used appropriately as relevant to the assignment.	Citations and paraphrasing are often misused.	and paraphrasing are not used appropriately.
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KEEP THE RUNNING TOTAL SECTION OF THIS SYLLABUS CURRENT IN ORDER TO KNOW YOUR GRADE STANDING PRIOR TO FINAL EXAMS, AND FINAL GRADE CALCULATION. CHECK BLACKBOARD.

## **EXPLANATION OF GRADE COMPONENTS**

### **PRESENCE & PARTICIPATION IN CLASS**

Be present in class, having PREVIOUSLY prepared each assignment on the schedule portion of the syllabus before coming to the class when that assignment will be discussed. You may study the assignments as much as you wish or have time for, incidentally. Suggestions: Reflect afterwards and make notes of questions/observations.

Please remember, a previously-arranged, excused absence means you may make-up the work in a timely manner (three days), not that the attendance/participation points are restored.

You will work with a different classmate every day, every hour, on activities in class. These activities and who whom one does them will be chosen by alphabet and not necessarily be incorporated in the daily activities in this order presented, though they will/may be related to themes from the calendar on the calendar dates. Sample in-class preparation and presentation daily activities for participation, theme-related, may, or may not, include any/all/other than the examples or other previously-unannounced activities on the daily syllabus. I list examples in the daily syllabus so you may think about in-and outside-class in terms of what you will/would do in such cases. See if you can figure when each may, or may not, be other daily activities according to the calendar theme. If you have ideas, let me know; we can negotiate!

**SHSU classes & activities: all required (may be adapted in terms of dates and/or content)**

**CONVERSA ACTIVITIES CALENDAR: 7 DESIGNATED, 3 BY CHOICE=10 required; UP TO 19 EXTRA BY CHOICE (may be adapted in terms of dates and/or content)**

### **OTHERS TO BE ANNOUNCED/EXPLAINED/INCORPORATED**

#### **DAILY IN- and OUT-of-CLASS ACTIVITY-RELATED LANGUAGE LOG COMPONENTS**

**(todo en español)**

**(simple percentage)**

-10 essential vocabulary words for day

-2 essential grammar concepts for day

-Homework notes for class or activity participation

**HOMEWORK** as a basis for in-class participation may include ANY OR ALL OF THE FOLLOWING OR PREVIOUSLY UNSPECIFIED ASSIGNMENTS NOTES FROM CLASS OR PREVIOUS TO CLASS

-Daily in-class notes

-Daily outside class language usage log, at least five per day: at least one listening, one spoken, one reading, one writing, e.g.:

I saw/listened to the movie, Cinderella, in Spanish, without subtitles (TV shows, SKYPE tutor, etc.)

I spoke in Spanish with a customer at my job, helping him/her to find paint (friends, parents, etc.)

I read the children's book, Cinderella, in Spanish (on-line newspapers, etc.)

I wrote an email in Spanish to a friend about the course I'm taking this session (essay in another class, etc.)

### **PROJECTS/PRESENTATIONS FORMATS (11)**

#### **PREPARED OUTSIDE CLASS FOR PRESENTATION IN CLASS**

**NOTECARDS PERMITTED BUT NO COMPLETE SENTENCES; DO NOT READ**

#### **1 AUTOBIOGRAPHY**

You prepare a memorized ten-sentence, 100-word autobiography presentation/explanation to present to the class on the day on the syllabus. Include YOUR names (Hispanic world style), birthdate, hometown info, family info, classification, major, use for Spanish in and out of class, future professional & personal plans and something unique about you. Strictly limited to 3 minutes maximum. Followed by questions from class. All errors cost points (no help from the professor or other students).

## **2 BIOGRAPHY/INTRODUCTION**

You prepare a memorized ten-sentence, 100-word autobiography presentation/explanation to present to the class on the day on the syllabus. Include THE OTHER PERSON'S names, birthdate, hometown info, family info, classification, major, use for Spanish in and out of class, future professional & personal plans and something unique about him/her. Strictly limited to 3 minutes maximum. Followed by questions from class. All errors cost points (no help from the professor or other students). One on another student, one on a member of your homestay family, one on another Costa Rican outside your homestay family (may be a celebrity investigated via web)

## **3 (CULTURAL) SHOW & TELL:**

You will bring a prop related to Costa Rica (music, art, dance, textile, food, literature, business, etc; each time a different general topic.) and prepare a memorized ten-sentence, 100-word "show & tell" presentation/explanation for the class on the day on the syllabus. Include "who, what, why, where, when and how." Strictly limited to 3 minutes maximum. Followed by questions from class. All errors cost points (no help from the professor or other students).

**4 NEWS FLASHES/"BITES":** Summarize in your own words (DO NOT PRINT AND READ FROM ARTICLE) some news item from a Costa Rican newspaper, in print or on-line. Prepare (in Spanish) a maximum 10-sentence, 100-word summary of who, what, why, when, where and how. Strictly limited to 3 minutes maximum. Followed by questions from class. All errors cost points (no help from the professor or other students).

## **5 DESCRIPTION**

You will describe a Costa Rican picture or object provided arbitrarily by lottery in class on the due date. You must speak for approximately three minutes in Spanish. Followed by questions from class. All errors cost points (no help from the professor or other students).

## **6 DEMONSTRATION**

You will demonstrate how to do a particular Costa Rican hobby or sport, etc., or how to prepare a particular Costa Rican recipe, etc. Ideas on individual demos welcome but must be vetted by professor at least three days before presentation. Bring any props necessary (within reason) and prepare a memorized 10-sentence, 100-word presentation for the class on the day on the syllabus. Strictly limited to 3 minutes. Followed by questions from class. All errors cost points (no help from the professor or students).

## **7 ROLE PLAY**

You will interact, without notes, with another student by lottery in class. You will have ten minutes in class to consult and plan your equal participation. Settings are 1) a supermarket where a customer speaks with an employee about a certain foodstuff; 2) a physician's office or hospital where a patient and a medical professional speak about an injury or illness; 3) a store where a customer speaks with a clerk about returning a purchase which was not satisfactory; 4) an unknown place where a lost person speaks with a stranger about what to do/where to go. Each strictly limited to 3 minutes PER PERSON. Followed by questions from class. All errors cost points (no help from the professor or students).

## **8 STORY**

You will prepare a short synopsis (summary) of a Costa Rican story (perhaps a children's story or a film/video about the country or popular in the country—you must clear the story/film title with the professor at least three days prior to presentation) and memorize a ten-sentence, 100-word presentation for the class on the day on the syllabus. The class will then discuss in Spanish what they believe your title to be and why. You will then explain, in Spanish, how you chose the title and prepared the synopsis. All errors cost points (no help from the professor or other students).

## **9 PORTAVOZ: COSTA RICAN CELEBRITY**

You will prepare out a presentation on whatever topic you wish (must be cleared with the professor at least three days prior to presentation as if by your portavoz (bring a prop—a doll, puppet, etc.—who will talk about him/herself in the first person (perhaps his/her life, his/her future plans, something about which s/he feels strongly, etc.) in a memorized ten-sentence, 100-word presentation for the class on the day on the syllabus. All errors cost points (no help from the professor or other students).

## **10 CHARADES**

You will prepare out a charades presentation on the title of a Costa Rican movie, a television show, a literary work, a song, etc. and memorize ten-sentence, 100-word presentation words for the class on the day on the syllabus. The class will then

discuss in Spanish what they believe your title to be and why. You will then explain, in Spanish, how you chose the title and prepared the charade. All errors cost points (no help from the professor).

### **11 OPINION/CRITIQUE, PRO/CON:**

You will prepare out a pro/con presentation on the good/bad aspects of a particular social “problem” or controversy in Costa Rica about which you feel strongly, a memorized ten-sentence, 100-word presentation words for the class on the day on the syllabus. No swearing, name-calling, etc. Both sides of the controversy must be so equally represented (be careful with body language, adjectival use, etc.) that the class will not be able to immediately discern your personal opinion. Strictly limited to 3 minutes. If your opinion is obvious, you lose half the points immediately. Followed by questions from class. The class will then discuss what they believe your opinion to be and why. All errors cost points (no help from the professor).

### **STUDY TIPS**

#### **MODERN LANGUAGE LEARNING STRATEGIES:**

TRY TO INCORPORATE SPANISH INTO YOUR REGULAR, EVERYDAY LIFE AS MUCH AS POSSIBLE.

#### **Practice listening and speaking:**

Make a friend who speaks Spanish (either as a student or as a native)

#### **Practice listening:**

Watch television: news reports on UNIVISION, or other Spanish channels.

Listen to the radio

Go to movies or rent videos in Spanish: children's level

#### **Practice reading:**

Buy or borrow books or articles in Spanish: children's level, your particular interest: cookbooks, medical studies, etc.

Subscribe to, buy or borrow a newspaper or magazine: AMERICAS, VANIDADES, BUEN HOGAR, COSMO

#### **Practice writing:**

Find a pen pal: write and receive letters in Spanish

Keep a journal/diary in Spanish

Write your notes in Spanish

Write creatively (stories) in Spanish

Use computer programs

### **SPECIFIC STUDY STRATEGIES**

Study with other students

Get a tutor (Writing Center is a good help)

Write out exercises

Reviewing your text:

Table of contents (write all you know and check)

Exercises (redo)

Make note cards:

Use ink colors to indicate gender of nouns, etc.

Make visualization/collage cards

Listen to your text tapes extra times or get other tapes

Repeat

Do exercises in accompanying workbooks

Use computer programs:

Language Lab

Library

Personal software available

### **USE YOUR RESOURCES:**

WRITING CENTER (tutoring)

SAM CENTER  
LIBRARY: live chat, website, research database, workshops, tours, research services

**OTHER SOURCES:**

<http://espanol.education.yahoo.com/>

<http://www.elcastellano.org/diccio.html>

<http://www.diccionarios.com/index.phtml?redirect=true>

**(SYLLABUS IN ENGLISH FOR LEGAL PURPOSES; TODA LA CLASE EN ESPAÑOL)  
SPN 3369 CONVERSATION**

**SUMMER 2018**

**Dr. [REDACTED]**

**CALENDARIO : SÍLABUS  
COURSE OUTLINE/SCHEDULE  
SUBJECT TO ADAPTATION WITHOUT PRIOR ADVISEMENT FOR INSTRUCTIONAL PURPOSES**

**ASSIGNMENTS DUE IN BOLD**

**WEEK 1**

**Wed., May 30**

Travel to Costa Rica

**Thurs., May 31**

Syllabus

Tema 1: Autobiografía

Verdadera :Presentación personal

Fingida : persona famosa

Personaje conocido

**ORAL EXAM 1: AUTOBIO PRESENTATION**

**Fri., June 1**

Tema 2: Biografía

Verdadera : Entrevista con compañeros de clase

Entrevistas guiadas en la clase

Entrevista con personas fuera de clase

Fingida : persona famosa

Personaje conocido

**¿QUIÉNES SOMOS?:** In a round-robin, musical chairs format, using a questionnaire hand-out, you will ask and answer questions in Spanish of each of the other students in order to prepare a summary in Spanish for class discussion.

**ORAL EXAM 2: BIO PRESENTATION**

**WEEK 2**

**Mon., June 4**

**LANGUAGE LOG 1 DUE**

Tema 3: Cuerpo

games

**¿QUÉ ES ESTO?:** In a round-robin, musical chairs, “game” format, you and your classmates will point to something, perhaps a body part one time, an object in the room another time, and choose someone to tell you how to say that in Spanish. You and your classmates will explain the function of the unnamed object in Spanish and choose someone to tell you what it is in Spanish.

**ME DUELE:** You and another student will recreate a medical experience in class, one person being the insensitive physician, another being the fearful patient, and prepare a five-sentence, 50-word each, and present it to the class on the day on the syllabus.

**Tues., 6-5**

### **MALL AT ESCAZÚ VISIT**

**Wed., 6-6**

Tema 4: Familia  
Socialización  
Juguetes  
Cuentos infantiles

**ÁRBOL DE FAMILIA:** You and a classmate will act out a family situation (examples: parent and child about to be grounded, arguing siblings, etc.) and prepare a five-sentence, 50-word presentation/explanation in the class on the day on the syllabus. In a round-robin, musical chairs format, using a questionnaire hand-out, you will ask and answer questions in Spanish of each of the other students in order to prepare a summary in Spanish for class discussion.

### **SITUACIONES:**

**Thurs., 6-7**

### **ORAL EXAM 3: SHOW & TELL**

Preguntas y discusiones

**Fri., 6-8**

Tema 5 : Geografía  
Pueblos natales  
Orígenes  
Preferencias (topografía y tiempo)  
Mapas

**DORA LA EXPLORADORA:** Either individuals or teams will be given a map with a starting point and an ending one. The individual or the team must present, in Spanish, the route to the class.

### **WEEK 3**

**Mon., 6-11**

### **LANGUAGE LOG 2 DUE**

Tema 6 : Fuera de casa  
Escuela  
Empleo  
Fiestas  
Política

**Tues., 6-12**

Tema 7 : Fuera del país  
viajes  
Costumbres  
política

## Culturales

**JUNTOS PROGRESAMOS:** Teams of four will be divided in sub-teams of two. One sub-team will have a picture, map, etc., which the other sub-team does not see. First sub-team must explain the object in Spanish to the other sub-team, who will attempt to reproduce a rendering of that object on the board. Following the drawing, the first sub-team will show the second sub-team the object and both sub-teams will discuss the resulting rendering in Spanish for the class.

### ORAL EXAM 4: DESCRIPTION OF ALGO VISUAL

Wed., 6-13

Tema 8 : Noticias  
Universitarias  
Poblanas  
Estatales  
Nacionales  
internacionales

### ENTREVISTA FUERA DE CLASE CON UNOS AMIGOS/OTROS ESTUDIANTES SOBRE SU CONOCIMIENTO DE LAS NOTICIAS

### ORAL EXAM 5: NEWS REPORT

Discusión de las entrevistas

Thurs., 6-14

### FINCA LOS PUPOS Y TRAPICHE VISIT

Tema 9 : Actividades  
Cuotidianas  
Escolares

**DE COMPRAS:** You and two classmates will act out the purchase of an expensive item, like a car or a house, one person being the buyer and one the seller (buyer trying to get a good deal and the other actually trying to cheat the buyer), after preparing a five-sentence, 50-word each, presentation in class for presentation to the class on the day on the syllabus.

**¿LA GANGA PARA QUIÉN?:** You and two classmates will act out the purchase of an expensive item, like a car or a house, one person being the buyer and one the seller (buyer trying to get a good deal and the other actually trying to cheat the buyer), after preparing a five-sentence, 50-word each, presentation in class for presentation to the class on the day on the syllabus. The class will vote on who “wins.”

Tema 10 : pasatiempos

Otras Experiencias  
Verdaderas  
deseadas

**JUGUEMOS:** You will prepare a five-sentence, 50-word presentation on how to do a hobby, a sport in class and will act it out in class on the day on the syllabus.

Fri., 6-15

### ORAL EXAM 6: DEMONSTRATION

Tema 11 : La vida profesional  
En general : Facultades  
Puestos  
El yo : el presente  
El futuro

## ENTREVISTA FUERA DE CLASE CON UN PROFESIONAL EN EL CAMPO INTENTADO

Discusión de las entrevistas

**TRABAJEMOS:** In class, you will prepare a five-sentence, 50-word "show and tell" presentation on your profession to be presented to the class on the day on the syllabus. Include "who, what, why, where, when, and how."

**CONSIGAMOS EL PUESTO:** You and another student will prepare a five-sentence, 50-word each presentation of a job interview in class (one interviewer/one interviewee) & present to the class on the day on the syllabus.

**Mon., 6-18**

### LANGUAGE LOG 3 DUE

Tema 12: lo artístico

Personales

culturales

### ORAL EXAM 7: PROFESSION/VOCATION & AVOCATION

Story title due

**Tues., 6-19**

### WALKING TOUR, MUSEUM VISIT

Tema 13: Casas y edificios

definiciones

Verdaderas

Deseadas

**LA CASA/EL HOGAR:** You and two other students will recreate a housing experience in class, one person being the complainer, another the staff and the third being present (siding with one or the other) and prepare a five-sentence, 50-word each, presentation for the class on the day on the syllabus.

**QUÉ HORROR:** In class, you and another student will prepare a problem situation in the Hispanic world (examples: traveler and hotel clerk and no reservation or traveler and airline rep and cancelled flight or traveler and waiter and ordering meal or traveler and police and robbery, etc.) Prepare a five-sentence, 50-word each exchange to present to the class on the day on the syllabus

**Wed., 6-20**

Tema 14: Reacciones

Emociones

Altruísticas

Criminales

Para socializar

**MI MOMENTO:** In a round-robin, musical chairs format, you will summarize that indicated moment in your life in Spanish to the class.

**EL PEZ PENSANDO EN AGUA:** On a (not necessarily controversial) topic chosen by lottery, you will express your opinion in Spanish to the class.

**Thurs., 6-21**

Tema 15: comida

Estadounidense

Étnica

Preparación



**DELICIOSO (O NO):** You and three other students will recreate a restaurant experience, one person being the chef, another the wait staff and two people being the customers (one happy and one unhappy with their food) and prepare a five-sentence, 50-word each, presentation in class to present to the class on the day on the syllabus.

Tema 16: la literatura

Poesía  
Ensayo  
Drama  
Narrative

**ME GUSTA O ME CAE BIEN/MAL:**

You and one classmate will act out a debate on the good/bad aspects of a particular television show or literary work or a particular actor as if between two opposing critics. Five sentences, 50-word each, to present to the class on the day on the syllabus. No swearing, name-calling, etc.

**ORAL EXAM 8: STORY**

Portavoz topic due

**Fri., 6-22**

Tema 17: la música

Clásica  
Rock  
Rap  
Norteaña/del vaquero

**CANTEMOS CON SELENA:** Individuals or groups will choose a song title and prepare a charades presentation on the title for the class. The class will then discuss in Spanish what they believe the title to be and why. Presenters will then explain, in Spanish, how the title was chosen and the charade prepared.

Tema 18: juguetes

Mis favoritos  
Los (in) apropiados y por qué

**ORAL EXAM 9: PORTAVOZ/PUPPET**

**Mon., 6-25**

**CERÁMICA VISIT**

**LANGUAGE LOG 4 DUE**

Tema 19: películas, teatro, televisión

**ORAL EXAM 10: CHARADE**

Sinópsis

Evaluaciones y recomendaciones

**Tues., 6-26**

**FINAL ORAL EXAM (11TH ORAL EXAM PRESENTATION): OPINIÓN/CRÍTICA PRO & CON**

**Wed., 6-27**

Return to U.S.

**SPAN 4370 COSTA RICAN CULTURE: Tentative syllabus**

3 credit hours

SUMMER I 2018 (May 30-June 27)

To be held at CONVERSA, SANTA ANA, COSTA RICA

Week days; 8:00-11:00; 2:00-3:30 (54 contact hours) Also you will be expected to participate actively in a number of fieldtrips and other activities.

Professor: Dr. [REDACTED] Office will be in La Casona on site at CONVERSA.office hours before and after class  
[REDACTED]@shsu.edu

**For the official SHSU policies on academic dishonesty, Americans with Disabilities Act, absences for religious holy days and visitors in the classroom, please click on the following link:**

<http://www.shsu.edu/syllabus/>

**CATALOG DESCRIPTION OF COURSE: SPAN 4370 Seminar in Selected Topics in Literature, Language, or Civilization**

An in-depth study of a selected topic. The topic to be explored will change from year to year. This course may be repeated for credit as the content varies. Prerequisite: Grade of C or better in SPAN 3361 or consent of Chair.

**COURSE LEARNING OUTCOMES:**

Upon completion of this course, students will be able to accomplish the following:

Recall information in Spanish related to Costa Rican geography, topography, natural resources, native plants and animals and present orally and in writing.

Understand Costa Rican history and apply information to present political and social situations orally and in writing.

Observe and analyze social institutions in Santa Ana, Costa Rica, and present conclusions orally and in writing.

Relate and evaluate information about food found in host family, in Santa Ana, on the campus of CONVERSA, including the hydroponics garden, presenting orally and in writing.

Recall and analyze information in Spanish about Costa Rican artists and present an analysis of a work or art orally and in writing.

Discuss, explain and evaluate a series of topics presented by classmates in class.

**SPECIFIC DESCRIPTION OF COURSE: Costa Rican Culture**

**THIS COURSE'S EMPHASES:**

In terms of content, the focus is on the country of Costa Rica, in some cases, as compared to the other countries of the Americas colonized wholly or in part by Spain during the late 15<sup>th</sup>-mid 19<sup>th</sup> Centuries, as experienced through the five senses: sight, hearing, smell, taste and touch. Content through the ages is explored via the five/six skills of language/cultural acquisition: listening, speaking, reading and writing, cultural knowledge and insights, plus potential service learning (an ACE course). An overview of content may include any number of cultural manifestations over the history of the cultures and civilizations of North, Central and South Americas and the Caribbean.

In terms of format, in structured variations in and outside class, based on themes, you will 1.) Explore by assignment as well as recall any prior knowledge (including that which may not be "correct"); 2.) formulate any questions; 3.) explore via more set assigned resources; 4.) explore and investigate via open-ended searches for resources via assignments; 5.) apply via assignments, presentations, projects; etc., in and outside class 6.) Create via assignments, presentations, projects.

The course is designed mainly for you to develop general "cultural competence and appreciation," but specifically in reference to Costa Rica (again, as compared to other countries in the Americas which were formerly claimed by Spain during the Conquest of the 15<sup>th</sup> and 16<sup>th</sup> Centuries, and dominated until independences in the 19<sup>th</sup> Century). Hence, Spanish has been, and is, the semi-official language, though various indigenous languages were, and are, present in varying degrees throughout those periods, in addition to the other world languages brought by later immigrants.

You will further gain factual knowledge specifically about Costa Rica, plus develop your critical thinking and general language skills of listening, speaking, reading & writing. You will practice good editing and proof-reading skills (including auto-correction), as well as good listening, speaking, reading and writing strategies, through the following:

To learn fundamental principles of Spanish in order to improve accuracy in all modes.

To develop creative expression capacities in Spanish

To practice Spanish based on topics and vocabulary introduced in class.

To communicate thoughts, perspectives, and feelings.

To use five modes of rhetorical expressions as description, narration, analysis, exposition, and argumentation.  
To actively discuss a variety of topics related to the target countries & cultures.  
To compare the various linguistic worlds and cultures

Students are expected to use Spanish in and outside class, to participate actively in required assignments and activities and to prepare and submit assignments on time. The course combines the practice of Spanish through daily life, reports, compositions, class cyber-discussions on assigned topics, using the sources already mentioned, as well as other sources, such as articles and films. It offers a review of more advanced grammatical structures with the aim of achieving greater accuracy. This course is conducted entirely in Spanish. All submissions, spoken or written, must be entirely in Spanish, including diacritic marks, etc., in the latter case. Therefore, you must work in Word, Spanish version, or using keyboard procedures detailed in the document in Blackboard, e.g., for an accented vowel: control, apostrophe, vowel.

### **GENERAL GOALS (Optimal results):**

Awareness and appreciation, vocabulary, grammar, reading, writing, survival and enjoyment

The course will achieve the goals by:

- (a) Using the target language;
- (b) Working hard and consistently;
- (c) Allowing you to develop communication process in a variety of contexts;
- (d) Exposing you to a variety of language functions, structures, and vocabulary;
- (e) Promoting creative-discourse level Spanish practice.

### **COURSE OBJECTIVES (Optimal activities):**

The course is designed mainly for you to develop: (a) critical listening and speaking skills especially but also (b) good editing and proofreading skills (including auto-correction), and (c) good listening, speaking, reading and writing strategies, through the following:

To learn fundamental principles of Spanish in order to improve accuracy in all modes.

To develop creative expression capacities in Spanish

To practice Spanish based on topics and vocabulary introduced in class.

To communicate thoughts, perspectives, and feelings.

To use five modes of rhetorical expressions as description, narration, analysis, exposition, and argumentation.

To actively discuss a variety of topics related to the Spanish-speaking culture.

To compare the Spanish-speaking world with other cultures.

### **STYLE**

This is a "hybrid" course which has two main delivery methods: an on-line BLACKBOARD for information outside class meetings and a SEMINAR-STYLE, student-centered, format in more traditional in-class meetings with a minimum of professor lecture. Spanish will be the preferred language in both in the majority of cases but code-switching will be practiced when necessary. Since language is a social skill and activity, this is the only way to effectively learn. In either language, mistakes are natural--tolerance and assistance are the watchwords. Be flexible--think of another way to send the same message if you get "stuck."

**COURSE FORMAT:** The class meets periodically, plus activities. The classroom will provide the necessary background for learning, but MUCH individual effort outside the classroom is essential to develop the **Spanish language skills** that are the main goals for this course, the **application of same and the related analysis and evaluation in thinking**.

### **REQUIRED TEXTS AND REFERENCE/READING LIST**

#### **IN-CLASS AND ON-LINE SOURCES**

#### **REQUIRED SUPPLIES**

- notebook with pockets for class materials (handouts, notes, etc.), dividers, with plenty of lined notebook paper for your own use plus journal entries
- pencil or pen for taking notes in class
- two flashdrives for submission purposes in case Blackboard and/or email is not working
- personal skills and attitudes: enthusiasm and interest; listening skills, willingness to speak and open-mindedness; time every day outside of class for reading and reflection, awareness that this class is an academic experience which requires intellectual efforts and results

#### **OPTIONAL TEXTS, REFERENCES OR SUPPLIES**

- English/Spanish/Spanish/English dictionary

-one three-ring notebook binder

### **EVALUATION/GRADES (Assessment)**

UNDERGRADUATE = 1000 PTS.

(1000-934=A, 933-900=A-, 899-867=B+, 866-834=B, 833-800=B-, 799-767=C+, 766-734=C, 733-700=C-, 699-667=D+, 666-600=D)

### **GRADE COMPONENTS**

Attendance=180 (29+ days/45? components)

18 days of classes@1=18

17? SHSU activities=112 (percentage)

10 Conversa activities@5=50

Participation=180 (29+ days/45? components)

18 days of classes@1=18

17? + SHSU activities=112 (percentage)

10 Conversa activities@5=50

4 weekly "exams" of written work: Language Log/blog (personal diary)=280 (28 days @10)

18 oral exams (in-class presentations) @20=360

### **RUBRIC: COMPONENTS OF ORAL GRADE/PRESENTATION: (in order of importance)**

6. Pronunciation

5. Style of presentation (eye contact, intonation, etc.)

1. Mechanics (grammar & spelling)

3. Vocabulary & style

2. Content

4. Organization

7. Investigation/research

### **RUBRIC: COMPONENTS OF ANY WRITTEN WORK (in order of importance)**

1. Mechanics (grammar & spelling)

2. Vocabulary & style

3. Content

4. Organization

5. Investigation/research

### **THE FOLLOWING RUBRIC WILL BE APPLIED TO GRADED ASSIGNMENTS**

	<b>4 EXCELLENT</b>	<b>3 GOOD</b>	<b>2 FAIR</b>	<b>1 POOR</b>
<b>ORGANIZATION</b>	Presentation is effective and presented in a logical format with a clear beginning, middle and end. There is a clear statement of ideas and smooth transitions. The writer has stated the main idea clearly and has provided relevant	Presentation is effective with a few minor problems and is generally logical. The sequencing is logical but incomplete. The main ideas are clear but loosely connected.	Presentation is somewhat logical but can be confusing at certain points. Ideas are not well connected and lack logical sequence. The main idea is unclear and lacking relevant details.	Presentation lacks organization and logical order. Ideas are not communicated effectively and lack appropriate details. Presentation is inappropriate and distorts the topic.

	details.			
<b>CONTENT</b>	The main idea is clearly conveyed in a presentation that is relevant and interesting. The student provides evidence of thoughtful input and all details are appropriate. Appropriate vocabulary and functions are used.	The main idea has been conveyed but lacks relevant details to support it. The student usually uses proper vocabulary and appropriate functions.	The main idea is unclear and the details supporting it are irrelevant. The student uses few of the appropriate vocabulary words and functions.	The main idea is unclear and there is no evidence of details to support it. The details that are provided are irrelevant and none of the proper vocabulary or functions is used.
<b>VOCABULARY</b>	There is a wide range of the vocabulary words used in an accurate manner to convey the main idea.	There is an adequate range of the vocabulary words with some errors in usage.	There is a limited range of vocabulary words used accompanied by inappropriate use and errors.	There is a small range of vocabulary, erroneous usage and translation based errors.
<b>GRAMMAR</b>	Grammatical functions are used correctly with very few errors in verb tenses, order, number, agreement, articles, prepositions and pronouns.	Grammatical functions are used adequately with some errors in constructions and with verb tenses, order, number, agreement, articles, prepositions and pronouns.	There are significant mistakes in constructions and with verb tenses, order, number, agreement, articles, prepositions and pronouns that interfere with meaning.	There are frequent errors in usage that distort meaning. Simple sentence construction is lacking as well as knowledge of verb tenses, order, number, agreement, articles, prepositions and pronouns.
<b>MECHANICS, especially in writing (TO INCLUDE COMPONENTS OF INVESTIGATION AND RESEARCH AS APPROPRIATE TO THE ASSIGNMENT)</b>	Spelling, punctuation, and capitalization are generally correct. Citations and paraphrasing are used appropriately as relevant to the assignment.	Spelling, punctuation, and capitalization errors are infrequent. Citations and paraphrasing are generally used appropriately as relevant to the assignment.	There are frequent errors with spelling, punctuation, and capitalization. Citations and paraphrasing are often misused.	Mistakes in spelling, punctuation, and capitalization distort meaning. Citations and paraphrasing are not used appropriately.

KEEP THE RUNNING TOTAL SECTION OF THIS SYLLABUS CURRENT IN ORDER TO KNOW YOUR GRADE STANDING PRIOR TO FINAL EXAMS, AND FINAL GRADE CALCULATION. CHECK BLACKBOARD.

## **EXPLANATION OF GRADE COMPONENTS**

### **PRESENCE & PARTICIPATION IN CLASS**

Be present in class, having PREVIOUSLY prepared each assignment on the schedule portion of the syllabus before coming to the class when that assignment will be discussed. You may study the assignments as much as you wish or have time for, incidentally. Suggestions: Reflect afterwards and make notes of questions/observations.

Please remember, a previously-arranged, excused absence means you MAY be permitted to make-up the work in a timely manner, not that the attendance/participation points are restored.

You will work with a different classmate every day, every hour, on activities in class. These activities and who whom one does them will be chosen by alphabet and not necessarily be incorporated in the daily activities in this order presented, though they will/may be related to themes from the calendar on the calendar dates. Sample in-class preparation and presentation daily activities for participation, theme-related, may, or may not, include any/all/other than the examples or other previously-unannounced activities on the daily syllabus. I list examples in the daily syllabus so you may think about in-and outside-class in terms of what you will/would do in such cases. See if you can figure when each may, or may not, be other daily activities according to the calendar theme. If you have ideas, let me know; we can negotiate!

### **OTHERS TO BE ANNOUNCED/EXPLAINED/INCORPORATED**

#### **DAILY IN- and OUT-of-CLASS ACTIVITY-RELATED LANGUAGE LOG COMPONENTS**

(todo en español)

(simple percentage)

-5 theme-related vocabulary words for day

-Homework notes for class or activity participation

**HOMEWORK** as a basis for in-class participation may include ANY OR ALL OF THE FOLLOWING OR PREVIOUSLY UNSPECIFIED ASSIGNMENTS NOTES FROM CLASS OR PREVIOUS TO CLASS

-Daily in-class notes

-Daily outside class language usage log, at least five per day: at least one listening, one spoken, one reading, one writing, e.g.:

I saw/listened to the movie, Cinderella, in Spanish, without subtitles (TV shows, SKYPE tutor, etc.)

I spoke in Spanish with a customer at my job, helping him/her to find paint (friends, parents, etc.)

I read the children's book, Cinderella, in Spanish (on-line newspapers, etc.)

I wrote an email in Spanish to a friend about the course I'm taking this session (essay in another class, etc.)

#### **"EXAM" PRESENTATIONS' THEMES: ALL FOCUSED SPECIFICALLY ON COSTA RICA:**

1. Geography, topography, natural resources
2. Plants and animals native to the area and/or associated with culture/religion, etc.
3. Pre-colombian history and culture

4. Conquest, colonial occupation & independence
5. Political history & government
6. Social institutions (religious & cultural)
7. Language(s)
8. Contemporary economy, agriculture, industry, money standard
9. Eco- and medical tourism
10. Food and drink
11. People (indigenous, immigrants including diaspora, leaders, famous for whatever)
12. Visual art (painting, sculpture, ceramics)
13. Architecture and decorative arts (furniture, etc.)
14. Textiles (clothing, jewelry, fashion, etc.)
15. Music, instruments, dance
16. Media: movies, videos, etc.
17. Literature
18. Synopsis & comparisons with other "Hispanic" countries

**PREPARED OUTSIDE AND INSIDE CLASS FOR PRESENTATION IN CLASS  
NOTECARDS PERMITTED BUT NO COMPLETE SENTENCES; DO NOT READ WRITTEN  
VERSIONS; PRESENT!**

*NO "DOUBLE-DIPPING" WITH 3369 LIKE-TASK TOPIC/CONTENT! HOWEVER, LANGUAGE  
LOG MAY BE SEMI-DOUBLE-DIPPED.*

#### **EACH THEME**

You write a ten-sentence, 100-word presentation/explanation to post in Blackboard prior to presentation (may NOT be read) to the class on the day on the syllabus. Strictly limited to 3 minutes presentation maximum. Followed by questions discussion from class. All errors cost points (no help from the professor or other students).

#### **STUDY TIPS**

##### **MODERN LANGUAGE LEARNING STRATEGIES:**

TRY TO INCORPORATE SPANISH INTO YOUR REGULAR, EVERYDAY LIFE AS MUCH AS POSSIBLE.

##### **Practice listening and speaking:**

Make a friend who speaks Spanish (either as a student or as a native)

##### **Practice listening:**

Watch television: news reports on UNIVISION, or other Spanish channels.

Listen to the radio

Go to movies or rent videos in Spanish: children's level

##### **Practice reading:**

Buy or borrow books or articles in Spanish: children's level, your particular interest: cookbooks, medical studies, etc.

Subscribe to, buy or borrow a newspaper or magazine: AMERICAS, VANIDADES, BUEN HOGAR, COSMO

**Practice writing:**

Find a pen pal: write and receive letters in Spanish  
Keep a journal/diary in Spanish  
Write your notes in Spanish  
Write creatively (stories) in Spanish  
Use computer programs

**OTHER SOURCES:**

<http://espanol.education.yahoo.com/>

<http://www.elcastellano.org/diccio.html>

<http://www.diccionarios.com/index.phtml?redirect=true>

**(SYLLABUS IN ENGLISH FOR LEGAL PURPOSES; TODA LA CLASE EN ESPAÑOL)**

**SPN 4370.01 COSTA RICAN CULTURE**

**CRN#**

**SUMMER I 2018**

**Dr. [REDACTED]**

**CALENDARIO : SÍLABUS**

**COURSE OUTLINE/SCHEDULE**

**SUBJECT TO ADAPTATION WITHOUT PRIOR ADVISEMENT FOR INSTRUCTIONAL PURPOSES**

**Group travel day 1 to Costa Rica**

**Class day 1**

**intros**

Tema 1: Geography : in terms of Americas or Central America or within country

Topography : mountains & volcanos, lakes & rivers, coasts

Recursos naturales

**WRITTEN ESSAY & ORAL EXAM 1: PRESENTATION**

**Class day 2**

Tema 2: Plants and animals native to the area and/or associated with culture/religion, etc.

Jungle/forest, garden, mountainous, coastal, aquatic

Mammals, birds, fish, reptiles

**WRITTEN ESSAY & ORAL EXAM 2: PRESENTATION**

**Class day 3**

**LANGUAGE LOG/DIARY/BLOG 1 DUE WITH DAILY NOTES, LANGUAGE DIARY, ETC., DUE**

Tema 3. Pre-Colombian history and culture

**WRITTEN ESSAY & ORAL EXAM 3: PRESENTATION**

**Class day 4**

**MALL AT ESCAZÚ VISIT**



Tema 4: Conquest, colonial occupation & independence

**WRITTEN ESSAY & ORAL EXAM 4: PRESENTATION**

**Class day 5**

Tema 5 Political history & government

Indigenous

Spanish colonial

Independence

Institutions and organization

**WRITTEN ESSAY & ORAL EXAM 5: PRESENTATION**

**Class day 6**

**HYDROPONICS VISIT**

Tema 6: Socio-cultural institutions (religious & cultural)

Churches

Organizations

Police

Fire

(military)

**WRITTEN ESSAY & ORAL EXAM 6: PRESENTATION**

**class day 7**

Tema 7: Language(s)

Indigenous

Spanish

Immigrant

**WRITTEN ESSAY & ORAL EXAM 7: PRESENTATION**

**class day 8**

**DAY CARE VISIT**

**LANGUAGE LOG/DIARY/BLOG 2 DUE WITH DAILY NOTES, LANGUAGE DIARY, ETC., DUE**

Tema 8: Contemporary economy, agriculture, industry, money standard

**WRITTEN ESSAY & ORAL EXAM 8: PRESENTATION**

**class day 9**

**SENIOR CENTER VISIT**

Tema 9: Eco- and medical tourism

locations

Attractions

Advertising

**WRITTEN ESSAY & ORAL EXAM 9: PRESENTATION**

**class day 10**

**FINCA LOS PUPOS Y TRAPICHE VISIT**

Tema 10: Food and drink

Meats

Veggies

Fruits  
Grains  
Daily  
Non-alcohol  
alcohol

#### WRITTEN ESSAY & ORAL EXAM 10: PRESENTATION

##### **class day 11**

Tema 11: Peoples  
Indigenous  
immigrants including diaspora  
leaders  
famous for whatever

#### WRITTEN ESSAY & ORAL EXAM 11: PRESENTATION

##### **class day 12**

##### **Peace University visit**

#### LANGUAGE LOG/DIARY/BLOG 3 DUE WITH DAILY NOTES, LANGUAGE DIARY, ETC., DUE

Tema 12: Visual art  
Painting: oil, watercolor, acrylic  
Sculpture: stone, metal  
Ceramics: utilitarian, decorative

#### WRITTEN ESSAY & ORAL EXAM 12: PRESENTATION

##### **class day 13**

##### **Conversa Connmigo visit**

Tema 13: Architecture and decorative arts  
Indigenous  
Churches  
Homes  
Government and business  
Furniture  
Decorative objects

#### WRITTEN ESSAY & ORAL EXAM 13: PRESENTATION

##### **class day 14**

##### **Anita Kaufman visit: government & diplomacy**

Tema 14: Textiles  
Clothing, ethnic and modern  
Other, ethnic and modern  
Shoes, ethnic and modern  
Jewelry, ethnic and modern  
Fashion, ethnic and moder

#### WRITTEN ESSAY & ORAL EXAM 14: PRESENTATION

##### **class day 15**

##### **Earth University visit**

Tema 15: Music, instruments, dance  
la música folklórica  
Clásica

Rock  
Rap  
Étnica

**WRITTEN ESSAY & ORAL EXAM 15: PRESENTATION**

**class day 16**

Tema 16: Literatura:

Películas  
Teatro  
Televisión  
radio

**WRITTEN ESSAY & ORAL EXAM 16: PRESENTATION**

**class day 17**

**CERÁMICA VISIT**

**LANGUAGE LOG/DIARY/BLOG 4 DUE WITH DAILY NOTES, LANGUAGE DIARY, ETC., DUE**

Tema 17: Literature

novels  
short stories  
drama  
essay

**WRITTEN ESSAY & ORAL EXAM 17: PRESENTATION**

**class day 18**

Tema 18: Synopsis & comparisons with other “Hispanic” countries

**FINAL ORAL EXAM (18TH ORAL EXAM PRESENTATION)** Synopsis & comparisons with other “Hispanic” countries

Evaluaciones y recomendaciones

**group travel day 2 to U.S.**

**SPAN 2311 INTERMEDIATE SPANISH I: TENTATIVE SYLLABUS (Syllabus can be adjusted for needs of students or electronic reasons, among others.)**

**3 CREDIT HOURS**

SUMMER I 2018 (May 30-June 27)

An immersion course held in Costa Rica:

**CONVERSA**, Santa Ana, San José, Costa Rica

Week days; 8:00-11:00; 2:00-3:30 (45 contact hours) Also you will be expected to participate actively in a number of fieldtrips and other activities.

Profesora: Dra. [REDACTED]

[REDACTED]@shsu.edu;

need help, just ask me.

Office will be in La Casona on site at CONVERSA.

Office hours: Weekdays before and after class as well as by appointment. If you

**For the official SHSU policies on academic dishonesty, Americans with Disabilities Act, absences for religious holy days and visitors in the classroom, please click on the following link:**

<http://www.shsu.edu/syllabus/>

**COURSE DESCRIPTION:**

This course furthers the introduction to basic Spanish structures, as well as reviews and expands on the materials learned in Spanish 1411 and Spanish 1412. Language codes with more complexity are discussed, drilled and practiced in various ways. The course prepares the student to function in areas of immediate needs and to deal in Spanish with simple situations related to personal interests and daily life. Listening, speaking, reading and writing are developed simultaneously with emphasis on oral communication skills. Students are expected to use the language within the limits of their developing skills, to participate actively in class, to prepare assignments on time and to practice whenever and wherever possible.

**PREREQUISITE:**

Grade of C or better in SPAN1412 or equivalent.

**STYLE:**

This course has a seminar-style, student-centered, format in class, with a variety of activities designed to encourage the student to speak. This course comprises a minimum of 54 contact hours, including activities in the classroom, afternoon workshops and field trips. The classroom will provide the necessary background for learning, but much individual effort outside the classroom is essential to develop the Spanish language skills that are the goals for this course. It is also important that students keep up with the written homework assignments and that they do these on their own, without outside help. Otherwise, I won't know where you need help or in what way the concept was not understood. However, for some assignments, I will ask that you request help from a member of the host family.

**GENERAL GOALS:**

The goal of this course is for students to improve their communication abilities in Spanish. Over the month of intensive classes and afternoon workshops, as well as effort outside of the classroom, they should advance from the level of a novice to that of an intermediate-low or intermediate-mid level, in writing, reading and listening, but especially in speaking abilities.

**COURSE LEARNING OUTCOMES:**

Upon completion of this course, students will be able to accomplish the following:

Recall vocabulary and phrases on the novice-2 level when listening to spontaneous conversations in Spanish.

Reproduce basic vocabulary and phrases when speaking in spontaneous conversations in Spanish.

Apply cultural information about Costa Rica gleaned from personal interactions when writing a series of short paragraphs.

Compare and contrast personal experiences related to Costa Rican and American culture in conversations and in writing.

Design several dialogs to be presented with a small group of classmates in hypothetical situations related to a visit to a clinic and an evening at a restaurant.

### COURSE OBJECTIVES:

Since this course will be conducted in Costa Rica, students will take advantage of this immersion in a Spanish-speaking environment by speaking and listening in real situations. The instructor will assign specific tasks that the student will carry out in Conversa as well as the community of Santa Ana, such as describing people and places, speaking with Conversa employees, town merchants, asking for directions, ordering at a restaurant, inquiring about opinions and making purchases. Students will visit various sites dealing with several aspects of Costa Rican culture. Students will also be expected to seek spontaneous opportunities to practice the language on their own. Frequently they will relate their experiences by role-modeling situations in class. Students should read the local newspapers, find out what is going on and what people are interested in, so that they can initiate conversations and inquire about the opinions of others. Students should encourage their new acquaintances to correct their errors, whether in pronunciation, grammar or vocabulary. If students are open to others correcting them, their mistakes will be less likely to become "fossilized". Your family stay and your time in Santa Ana and at CONVERSA are important aspects of your experience. Therefore, you are encouraged to interact with others in Spanish as much as possible and avoid situations that disconnect you from this rich learning environment, for example, paying more attention to electronic devices than to your surroundings and fellow citizens of the world.

**TEXTBOOK: PUNTOS DE PARTIDA, Thalia Dorwick, Ana María Pérez-Gironés, Anne Becher, Casilde Isabelli; McGraw Hill; Ninth Edition**

### CALIFICACIONES:

**5 % participación** (Se espera que todos participen con entusiasmo en las clases y los talleres.)

**20 % tareas orales** (10 grabaciones basadas en las actividades orales practicadas en la clase; se entregarán en en audio —no vídeo—en Blackboard)

**20 % pruebas** (Una serie de pruebas—casi diarias—sobre vocabulario, puntos gramaticales y comprensión auditiva)

**20 % exámenes** (Dos exámenes escritos sobre el material que se ha cubierto en la clase y una evaluación oral final.)

**20 % tareas escritas** (14-15 párrafos basados en las actividades orales practicadas en la clase, corregidos y entregados en Blackboard)

**15 % diario** - (Comprende un cuaderno y una pluma en Santa Ana; en el diario escriban comentarios sobre sus observaciones y experiencias; lleven una lista de palabras nuevas y las circunstancias en que se oyeron esas palabras.

### TEMARIO

	day	month	
Wed	30	May	travel to Costa Rica
Thurs	31	May	Capítulo 11: La salud
Fri	1	June	Capítulo 11: La salud
Sat	2	June	get to know your host family
Sun	3	June	get to know your host family
Mon	4	June	Capítulo 11: La salud
Tue	5	June	Capítulo 12: ¡Conectad@s!
Wed	6	June	Capítulo 12: ¡Conectad@s!
Thurs	7	June	Capítulo 13: El arte y la cultura
Fri	8	June	field trip to Sarapiquí area
Sat	9	June	field trip to Sarapiquí area
Sun	10	June	field trip to Sarapiquí area
Mon	11	June	Capítulo 13: El arte y la cultura
Tue	12	June	Capítulo 15: La naturaleza y el medio ambiente
Wed	13	June	Capítulo 15: La naturaleza y el medio ambiente
Thurs	14	June	Capítulo 15: La naturaleza y el medio ambiente
Fri	15	June	Capítulo 16: La vida social y afectiva
Sat	16	June	practice Spanish on your own

Sun	17	June	practice Spanish on your own
Mon	18	June	Capítulo 16: La vida social y afectiva
Tue	19	June	morning: field trip to San José museums
Wed	20	June	Capítulo 17: ¿Trabajar para vivir?
Thurs	21	June	Capítulo 17: ¿Trabajar para vivir?
Fri	22	June	Capítulo 18: La actualidad
Sat	23	June	practice Spanish on your own
Sun	24	June	practice Spanish on your own
Mon	25	June	REPASO GENERAL
Tues	26	June	EXAMEN FINAL
Wed	27	June	travel to Texas

**SPAN 2312 INTERMEDIATE SPANISH II: TENTATIVE SYLLABUS (Syllabus can be adjusted for needs of students or technical reasons, among others.)**

**3 CREDIT HOURS**

SUMMER I 2018 (May 30-June 27)

An immersion course held in Costa Rica:

**CONVERSA**, Santa Ana, San José, Costa Rica

Week days; 11:00-1:00; 3:30-5:00 (45 contact hours)

Also you will be expected to participate actively in a number of fieldtrips and other activities.

Profesora: Dra. [REDACTED]

Office will be in La Casona on site at CONVERSA.

[REDACTED]@shsu.edu;

Office hours: Weekdays 5:00-6:00 Other times also available by appointment. If

you need help, just ask me.

**For the official SHSU policies on academic dishonesty, Americans with Disabilities Act, absences for religious holy days and visitors in the classroom, please click on the following link:**

<http://www.shsu.edu/syllabus/>

**COURSE DESCRIPTION:**

This course furthers practice in basic Spanish structures, as well as reviews and expands on the intermediate level materials learned in Spanish 1412 and Spanish 2311. Language codes with more complexity are discussed, drilled and practiced in various ways. The course prepares the student to function in areas of immediate needs and to deal in Spanish with simple situations related to personal interests and daily life. Listening, speaking, reading and writing are developed simultaneously with emphasis on oral communication skills. Students are expected to use the language within the limits of their developing skills, to participate actively in class, to prepare assignments on time and to practice whenever and wherever possible.

**PREREQUISITE:**

Grade of C or better in SPAN2311 or equivalent.

**STYLE:**

This course has a seminar-style, student-centered, format in class, with a variety of activities designed to encourage the student to speak. This course comprises a minimum of 45 contact hours, including activities in the classroom, afternoon workshops and field trips. The classroom will provide the necessary background for learning, but much individual effort outside the classroom is essential to develop the Spanish language skills that are the goals for this course. It is also important that students keep up with the written homework assignments and that they do these on their own, without outside help. Otherwise, I won't know where you need help or in what way the concept was not understood. However, for some assignments, I will ask that you request help from a member of the host family.

**GENERAL GOALS:**

The goal of this course is for students to improve their communication abilities in Spanish. Over the month of intensive classes and afternoon workshops, as well as effort outside of the classroom, they should advance from the level of an intermediate-low or intermediate-mid level to an intermediate-high level, in writing, reading and listening, but especially in speaking abilities.

**COURSE LEARNING OUTCOMES:**

Upon completion of this course, students will be able to accomplish the following:

Recall vocabulary and phrases on the intermediate level when listening to spontaneous conversations in Spanish.

Reproduce basic vocabulary and phrases on an intermediate level when speaking in spontaneous conversations in Spanish.

Apply cultural information about Costa Rica gleaned from personal interactions and newspapers when writing a series of short paragraphs.

Compare and contrast personal experiences related to Costa Rican and American culture in conversations and in writing.

Design several dialogs to be presented with a small group of classmates in hypothetical situations related to a visit to a market and a small grocery store.

### **COURSE OBJECTIVES:**

Since this course will be conducted in Costa Rica, students will take advantage of this immersion in a Spanish-speaking environment by speaking and listening in real situations. The instructor will assign specific tasks that the student will carry out in Conversa as well as the community of Santa Ana, such as describing people and places, speaking with Conversa employees, town merchants, asking for directions, ordering at a restaurant, inquiring about opinions and making purchases. Students will visit various sites dealing with several aspects of Costa Rican culture. Students will also be expected to seek spontaneous opportunities to practice the language on their own. Frequently they will relate their experiences by role-modeling situations in class. Students should read the local newspapers, find out what is going on and what people are interested in, so that they can initiate conversations and inquire about the opinions of others. Students should encourage their new acquaintances to correct their errors, whether in pronunciation, grammar or vocabulary. If students are open to others correcting them, their mistakes will be less likely to become "fossilized". Your family stay and your time in Santa Ana and at CONVERSA are important aspects of your experience. Therefore, you are encouraged to interact with others in Spanish as much as possible and avoid situations that disconnect you from this rich learning environment, for example, paying more attention to electronic devices than to your surroundings and fellow citizens of the world.

**TEXTBOOK: PUNTO Y APARTE: Spanish in Review; Moving Toward Fluency; Sharon Foerster and Anne Lambright; McGraw Hill; Fifth Edition**

### **CALIFICACIONES:**

**5 % participación** (Se espera que todos participen con entusiasmo en las clases y los talleres.)

**20 % tareas orales** (10 grabaciones basadas en las actividades orales practicadas en la clase; se entregarán en audio —no vídeo— en Blackboard)

**20 % pruebas** (Una serie de pruebas—casi diarias—sobre vocabulario, puntos gramaticales y comprensión auditiva)

**20 % exámenes** (Dos exámenes escritos sobre el material que se ha cubierto en la clase y una evaluación oral final.)

**20 % tareas escritas** (14-15 párrafos basados en las actividades orales practicadas en la clase, corregidos y entregados en Blackboard)

**15 % diario** - (Compren un cuaderno y una pluma en Santa Ana; en el diario escriban comentarios sobre sus observaciones y experiencias; lleven una lista de palabras nuevas y las circunstancias en que se oyeron esas palabras.

### **TEMARIO**

	day	month	activity
Wed	30	May	travel to Costa Rica
Thurs	31	May	Capítulo 1: Perspectivas
Fri	1	June	Capítulo 1: Perspectivas
Sat	2	June	get to know your host family
Sun	3	June	get to know your host family
Mon	4	June	Capítulo 2: Conexiones
Tue	5	June	Capítulo 2: Conexiones
Wed	6	June	Capítulo 2: Conexiones
Thurs	7	June	Capítulo 3: Pasiones y sentimientos
Fri	8	June	field trip to Sarapiquí area
Sat	9	June	field trip to Sarapiquí area
Sun	10	June	field trip to Sarapiquí area
Mon	11	June	Capítulo 3: Pasiones y sentimientos
Tue	12	June	Capítulo 3: Pasiones y sentimientos
Wed	13	June	Capítulo 4: El trabajo y el ocio
Thurs	14	June	Capítulo 4: El trabajo y el ocio
Fri	15	June	Capítulo 4: El trabajo y el ocio
Sat	16	June	practice Spanish on your own



Sun	17	June	practice Spanish on your own
Mon	18	June	Capítulo 5: El mundo actual
Tue	19	June	morning: field trip to San José museums
Wed	20	June	Capítulo 5: El mundo actual
Thurs	21	June	Capítulo 5: El mundo actual
Fri	22	June	Capítulo 5: El mundo actual
Sat	23	June	practice Spanish on your own
Sun	24	June	practice Spanish on your own
Mon	25	June	REPASO GENERAL
Tues	26	June	EXAMEN FINAL
Wed	27	June	travel to Texas