

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2019
Discipline:	Language – Spanish
Course Number and Title:	LSPA 106 First-Year Spanish Review (Section 2)
Division:	Lower
Faculty Name:	Dr. Eva Núñez
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

LSPA 106 is a student-centered, activities-driven class that employs an immersion, task-based approach to help students use Spanish to express themselves and be understood in realistic contexts and for real purposes. By the end of the semester, students will demonstrate proficiency at the novice-mid/novice-high level in Spanish (according to ACTFL proficiency levels) and will be familiar with selected cultural topics (products, perspectives and practices) in the Spanish-speaking world. This is a fast-paced beginner's course for students with zero to minimal proficiency in Spanish. It offers an introduction and basic review of essential skills such as listening, speaking, reading, and writing (interpersonal, interpretive and presentational modes).

In this voyage around the world we will take the opportunity to explore music, food, and traditions from different continents. We will explore not only products (the what) but also their practices (the how) and their perspectives (the why), which will help us have a better understanding of other cultures and our own.

Class will be conducted in Spanish, but lessons will be structures in such a way as to help students participate comfortably on a daily basis.

LEARNING OBJECTIVES

By the end of the semester, students will be able to:

- Communicate and exchange information about familiar topics using phrases and simple sentences, mostly supported by memorized language.
- Manage appropriately short social interactions in everyday situations.
- Answer simple questions and ask basic questions.
- Present basic information on familiar topics using language they have practiced using phrases and simple sentences.
- Write short messages and notes on familiar topics related to everyday life.

- Identify and understand words, phrases, and simple sentences related to everyday life.
- Recognize pieces of information and interpret the main topic of what is being said.
- Interpret familiar words, phrases, and sentences within short and simple texts related to everyday life.
- Extract the main idea of what they have read.
- Interact in culturally appropriate ways in highly predictable social situations.
- Demonstrate awareness of everyday practices, perceptions, and cultural products.
- Compare and contrast basic linguistic structures and cultural practices.
- Connect linguistic goals to the SAS global learning approach. In this case, students will be exposed to Spanish dialects from the countries visited: Spain, Panamá, Ecuador and Costa Rica. They will have opportunities to use their language skills in a global context, exposed to different cultures.

The Five Cs of the Fall 209 Voyage are:

1. **Communication:** Use Spanish to ask questions, talk and write about yourself, describe people and places.
2. **Cultures:** Learn about Spanish-speaking cultures.
3. **Communities:** Participate in a community of students of Spanish and in a multicultural world.
4. **Comparisons:** Make comparisons between Spanish and other cultures in the voyage.
5. **Connections:** Discover the influence of Arabic and indigenous African languages in Spanish.

REQUIRED TEXTBOOKS (2)

AUTHOR: M. Amores, J. Suarez-Garcia & A. Wendel
 TITLE: *Experience Spanish* (ES) (Chapters 1-11)
 PUBLISHER: McGraw Hill
 ISBN #: 9781260267846
 DATE/EDITION: 3rd Edition

AUTHOR: M. Amores, J. Suarez-Garcia, and A. Wendel
 TITLE: *Experience Spanish, Workbook*
 PUBLISHER: McGraw Hill
 ISBN #: 9781260267877
 DATE/EDITION: 3rd Edition

TOPICAL OUTLINE OF COURSE (in sync with J.L. Suárez’s syllabus as we are teaching the same class).

Place / Classes	Chapter Themes/Topics	Assignments/Activities
Depart Amsterdam, Sept 9		
B1–Sept. 12	Introducción y presentación	

B2—Sept. 14	Cap. 1 ¿Que estudias? <i>Hispanos en los EE.UU. (México, Centroamérica y Caribe)</i>	
Gdansk, Poland Sept. 15-20		
B3—Sept. 22	Cap. 2 ¿Qué haces en tu tiempo libre? <i>Cultura Hispana Global</i>	Workbook cap. 1 (selection). Quiz 1
B4—Sept. 24	Cap. 3 La vida diaria. <i>Cultura Hispana Global</i>	Workbook cap. 2 (selection)
B5—Oct 2	Cap. 4, 5 ¿Cómo es tu familia? ¡Hogar, dulce hogar! <i>Spain</i>	Workbook cap. 3 (selection)
Lisbon, Portugal Sept. 26-28		Cadiz, Spain Sept. 29 - Oct. 1
B6—Oct. 4	Repaso. Cap. 4, 5 ¿Cómo es tu familia? ¡Hogar, dulce hogar! <i>Spain</i>	
B7—Oct. 11	Cap. 6 ...A comer! <i>El Caribe: Cuba, Puerto Rico, R. Dominicana, Venezuela</i>	Exam 1 Workbook cap. 5
Dubrovnik, Croatia Oct. 6-10		
B8—Oct. 13	Cap. 6 ¡A comer! <i>El Caribe: Cuba, Puerto Rico, R. Dominicana, Venezuela</i>	
B9—Oct. 21	Cap. 7 Vamos de compras... <i>El Caribe: Cuba, Puerto Rico, R. Dominicana, Venezuela</i>	Workbook cap. 6
Casablanca, Morocco Oct. 15-20		
B10—Oct. 23	Cap. 7 Vamos de compras... <i>El Caribe: Cuba, Puerto Rico, R. Dominicana, Venezuela</i>	Quiz 2
B11—Oct. 26	Repaso	Workbook cap. 7
B12—Nov 2	Cap. 8 En la comunidad. <i>Centroamérica</i>	
Tema, Ghana Oct. 28-30		Takoradi, Ghana Oct. 31 - Nov. 1
B13—Nov. 5	Cap. 8 En la comunidad. <i>Centroamérica</i>	
B14—Nov. 7	Repaso	Workbook cap. 8
B15—Nov. 9	Cap. 9 Recuerdos del pasado. <i>Centroamérica</i>	Quiz 3
Salvador, Brazil Nov. 10-15		
B16—Nov. 17	Cap. 9 Recuerdos del pasado. <i>Centroamérica</i>	
B17—Nov. 19	Cap. 9 Recuerdos del pasado. <i>Centroamérica</i>	
B18—Nov. 22	Cap. 10 Salgamos a explorar <i>Los países andinos: Bolivia, Colombia, Ecuador, Perú</i>	Workbook cap. 9
B19—Nov. 25	Cap. 10 Salgamos a explorar	Quiz 4

Port of Spain, Trinidad & Tobago Nov. 24		
B20—Nov. 27	Cap. 11 La música, el arte y las celebraciones. <i>Los países andinos: Bolivia, Colombia, Ecuador, Perú</i>	Workbook cap. 10
B21—Nov. 30	Cap. 11 La música, el arte y las celebraciones. <i>Los países andinos: Bolivia, Colombia, Ecuador, Perú</i>	
B22—Dec. 8	Repaso	Workbook cap. 11
Guayaquil, Ecuador Dec. 2 Guayaquil, Ecuador		Field Trip:
B23—Dec. 10	Cap. 12 El bienestar <i>Cono Sur: Argentina, Chile, Paraguay y Uruguay</i>	Workbook cap. 12
Puntarenas, C. Rica Dec. 11-15		
B24—Dec. 17	Interactive presentation based on TJ, <u>in pairs</u> (no reading). Presentaciones en grupos.	Submission of TJ (4 ports).
B25—Dec. 20	Final written exam.	Exam 2. Final Exam
Arrive San Diego, California — Dec. 23		

FIELD WORK – **Guayaquil, Ecuador**

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment

The field class for this course is on **December 3rd** in **Guayaquil, Ecuador**.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Proposal Title #1: LSPA 106, First Year Review. ***Guayaquil: markets and local cuisine***
Country: Guayaquil, Ecuador

Guayaquil, tour visit of the city, local cuisine and cooking demonstration. Guayaquil is bustling port city with many sights, sounds, and smells and students will explore the city through an interactive scavenger hunt. They will have to ask for directions to find places and complete specific assignments. Students will also have a shopping assignment in a local market followed by a cooking demonstration of local cuisine (seafood, plantains, yuca, etc.).

The idea is that students have to ask locals for help and practice the Spanish learned to this point (particularly ask questions and understand answers). They will work in groups of 3. Students have to complete all assignments and prepare a written and a short oral report in Spanish featuring photos or drawings. All activities will be held in Spanish and the use of phones for maps and dictionaries will be restricted.

Objectives: Practice the Spanish learned up to this point.

LSPA 106 teaches survival Spanish and this field class will give students an opportunity to challenge themselves and apply their language skills in a meaningful manner. Learning objectives:

- Ask for directions in target language, understand answers
- Go grocery shopping at a local market in the target language
- Follow directions in a cooking class
- Immersion within the language and the culture
- Describe cooking directions and ingredients
- Explore a new place in a playful manner and only in the target language.

Field Class Evaluation: assignments 20% of final grade.

Travel Journal (TJ)

- This is a Spanish course for beginners. Consequently, throughout the semester, students will be able to produce a very limited amount of language (mostly memorized language for simple descriptions).
- The journal will be used as a resource for the field class assignments.
- The purpose of this journal is to compare different cultures, think analytically about other communities' languages and traditions.
- Students will be asked to choose **four ports** and to describe foods, traditions, architecture, etc., from those ports in the journal.
- Students will be required to describe their experience in the country visited, and to accompany their description with documentary photos that can then be shown in class. This in-class presentation is meant to stimulate genuinely natural and fully contextualized verbal interactions.

Formatting:

- ⇒ Each student will keep a journal (in Spanish) throughout the voyage, with **4 entries/ports**.
- ⇒ All entries must be single-spaced, and in **Microsoft Word** and **pdf format**, in **Times 12 pt.**
- ⇒ Minimum length of every entry: 100 words in Spanish. The page length is to be interpreted as a **minimum**.
- ⇒ Include **2 to 4 pictures** per entry/port.
- ⇒ All journal entries must be in electronic format and spell checked. This includes the proper integration of photographic / documentary materials into the text.
- ⇒ Students are responsible for making regular backup copy so as to avoid the possibility

of data loss.

- ⇒ Students will email an **electronic copy** at the end of the course
- ⇒ For **one** of those ports, they will have to create an interactive multimedia presentation (with vocabulary and questions for the other students) in front of the class, in pairs.
- ⇒ The nature of the entries in the journal should be such that they can be shared with the rest of the class.

METHODS OF EVALUATION

1. Field Class (1 total)	20%
2. Travel journal (independent field assignment including written work + mini presentation)	15%
3. Exams (2 x 10)	20%
• Exams (2): They will test listening, reading, writing, vocabulary and any culture information covered in the text, video, or in class	20%
4. Quizzes (total)	15%
5. Workbook, participation, homework	10%
6. In-class mini-presentations	10%
7. Interactive presentation based on collaborative essay on field trip, <u>in pairs</u> (NOT read)	10%

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution). Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity.

All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

Spanish-English dictionary

Monolingual Spanish dictionary

AUTHOR: Emily Spinelly

TITLE: *English Grammar for Students of Spanish* PUBLISHER: Olivia & Hill Press

ISBN: 978-0934034418

DATE/EDITION: 2012/ 7th Edition

AUTHOR: Christopher Kendris & Theodore Kendris

TITLE: *501 Spanish Verbs*

PUBLISHER: Barron's Educational Series

ISBN: 978-0764197970

DATE/EDITION: 2010/7th Edition

AUTHOR: Blanco & Donley
TITLE: *Vistas. Introducción Lengua Española* (with DVD)
PUBLISHER: Vista Higher Learning
ISBN: 978-1626806375
DATE/EDITION: 5th/2016.

AUTHOR: M. Amores, J. Suarez-Garcia & Wendel
TITLE: *Experience Spanish* (ES)
PUBLISHER: McGraw Hill
ISBN: 1259277577
DATE/EDITION: 2015, 2nd edition

FILM REQUEST

All the films are included in the DVD that accompanies the textbooks requested for reserve.

ELECTRONIC COURSE MATERIALS

None

ADDITIONAL RESOURCES

None