

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2019
Discipline:	Spanish
Course Number and Title:	LSPA 301 Oral Communication - Spanish
Division:	Upper
Faculty Name:	Eva Núñez
Semester Credit Hours:	3

Prerequisites: One (1) second-year Spanish course

COURSE DESCRIPTION

- Conducted entirely in Spanish, this conversation course has three principal aims: improve students' fluency and comprehension in the target language, foster student-led discussion of current Spanish language topics (podcasts, blogs, film, news, sports, and entertainment, etc.) from around the world, and significantly reduce students' second language accent through a series of short but highly targeted "pronunciation clinics".
- In-class discussions and oral presentations will provide students with the opportunity to practice intermediate-level conversational Spanish. The subject matter covered in the course will relate to Spanish culture, current events, and our ports of call. There will also be a limited focus on writing skills in Spanish through the development of a voyage-long journal.
- To maximize the integration of the Semester at Sea experience into this Spanish conversation course, we will have a task-oriented class every time the class meets after the ship has left a port of call. On such occasions, the entire class period will be dedicated to students' experience in the last destination. Students will be asked to document their on-land experiences with a series of photos and video clips, which they will then contextualize verbally in class to fellow students. At the end of the semester, students will demonstrate oral communication skills at the intermediate level (according to ACTFL proficiency levels).
- The course is taught in Spanish. Students minoring or majoring in Spanish are highly encouraged to take this course.

LEARNING OBJECTIVES

- Conducted entirely in Spanish, this conversation course has three principal aims:
 - ⇒ Develop oral communication skills in all registers at the intermediate level (following ACTFL standards).
 - ⇒ Improve students' fluency and comprehension in the target language.

- ⇒ Improve grammar and vocabulary strategies to communicate at the intermediate level.
 - ⇒ Foster student-led discussion of current Spanish language videos (film, news, sports, and entertainment, etc.) from around the world, and
 - ⇒ Significantly reduce students' foreign accent through a series of short but highly targeted "pronunciation clinics".
 - ⇒ Connect linguistic goals to the SAS global learning experience. 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. Experiential and active learning are part of this class with a global language approach.
- To reach these goals, the class is designed more as a seminar workshop than as a lecture course.
Students, rather than the professor, will lead the discussions, and —as in any lively conversation— topics will be free-flowing, and chosen largely by the interlocutors themselves.
This will help create a low-anxiety situation, offer an opportunity to converse as much as possible, and facilitate contextualized discussions that are full of engaging content.
 - Since the emphasis in this course is on current (and/or contemporary) news, events, and short video clips of all sorts (sports, advertisements, talk shows, etc.) from around the Spanish world, the actual selection of the materials will be largely driven by current events.
 - The content and exact sequence of these self-selected Spanish-language materials will be determined as the course progresses, when students will be asked to choose videos or films from a rapidly growing range of pertinent websites, including:
 - ⇒ The University of Virginia's "Cine con clase"¹ (a database of short film excerpts from the Spanish-speaking world),
 - ⇒ YouTube (en español),
 - ⇒ "Catálogo de voces hispánicas"², and
 - ⇒ "Radio Televisión Española"³, and so forth.
 Each student (or group of students) will then lead class discussion on the day his or her video clip of choice will be shown.
 - To maximize the integration of the **Semester at Sea** experience into this Spanish conversation course, we will modify the general approach outlined above (almost) every time the class meets after the ship has left a port of call. On such occasions, the entire class period will be dedicated to students' experience in the country we visited.
 - As explained in the field class component below, students will be asked to document their on-land experiences with a series of photos and/or video clips, which they then

¹ <https://cineconclase.as.virginia.edu/register.html>

² http://cvc.cervantes.es/lengua/voces_hispanicas/default.htm

³ <http://www.rtve.es/mediateca/videos/>

contextualize verbally in class to fellow students.

REQUIRED TEXTBOOKS

None

TOPICAL OUTLINE OF COURSE

- As noted above, this syllabus is TENTATIVE, and is likely to undergo adjustments during the voyage. Our aim will be to stick to the script as much as possible, while also keeping students' workload manageable and "more or less predictable".
- Just a few days into the voyage, we will no doubt realize that coursework and homework assignments are rather tightly-packed, which will be the moment when we'll much appreciate our initial goal to also aim for flexibility in the interests of accommodating the unforeseen (I do expect to get sea-sick at some point!) and making the most of the unexpected.
 - ⇒ This is meant to be a "fun course", for a simple and time-proven reason: second language learners who are having fun learn Spanish faster, better, and with greater enthusiasm!
 - ⇒ Note: an adjusted and updated syllabus will be distributed on Day 1 of class.

Depart Amsterdam Germany – September 9

A1–September 11: Introduction. Instructions for the voyage journal and the movie's discussions.

Pronunciation clinics. In class discussion: Food and traditions: Amsterdam and Germany.

A2–September 13: Getting ready for Poland. Class discussion: Poland culture, traditions and food.

Gdansk, Poland – September 15-20

A3–September 21: Mini-class presentations about Poland culture, traditions and food.

Talk about our 1st movie *Bajarse al moro*.

A4–September 23: Class discussion about the synopsis, characters, and symbols in *Bajarse al moro*.

Analysis of clips, new vocabulary and grammar structures.
Pronunciation clinic.

A5—September 25: Getting ready for Portugal and Spain. Class discussion: Portuguese and Spanish culture, traditions, music, and food.

Lisbon, Portugal — September 26-28

Cadiz, Spain — September 29 - October 1

A6—October 3: Mini-class presentations about Lisbon and Cádiz.

A7—October 5: Mini-class presentations about Lisbon and Cádiz.
Class discussions: Croatian culture, traditions and food.

Dubrovnik, Croatia — October 6-10

A8—October 12: Mini-class presentations: Dubrovnik. Pronunciation clinic.

A9—October 14: Let's talk about Morocco's languages. Arab lexical influence in Spanish.

Casablanca, Morocco — October 15-20

A10—October 22: Mini-class presentations about Morocco's culture, traditions and food.
Talk about our 2nd movie, *Mujeres al borde de un ataque de nervios*.

A11—October 25: Class discussion about the synopsis, characters, and symbols in *Mujeres...*
Analysis of clips, new vocabulary and grammar structures.
Pronunciation clinic.

A12—October 27: Mini-role play with *Mujeres's* script.
Getting ready for Ghana. Class discussions: Ghana's multilingualism.

Tema, Ghana — October 28-30

Takoradi, Ghana — October 31 - November 1

A13—November 3: Mini-class presentations about Ghana's population, culture, traditions and food.
Talk about our 3rd movie *Mar adentro*.

A14—November 6: Class discussion about the synopsis, characters, and symbols in *Mar adentro*.
Analysis of clips, new vocabulary and grammar structures.
Pronunciation clinic.

A15—November 8: Pros and Cons of the euthanasia debate. Get ready to argue its legalization.

Getting ready for Salvador. Class discussions: Brazil history and its languages.

Salvador, Brazil — November 10-15

A16—November 16: Mini-class presentations about Brazil population, culture, traditions and food.

Ask a colleague an interview about his/her experience in Salvador (In Spanish, show the mini clip video to class, 3-5min).

A17—November 18: Mini-class presentations. Bring your 5 favorite pictures of Salvador to explain your experiences in this site (5 min.). Talk about our 4th movie *Solas*.

A18—November 20: Class discussion about the synopsis, characters, and symbols in *Solas*.

Analysis of clips, new vocabulary and grammar structures.
Pronunciation clinic.

A19—November 23: Getting ready for Port of Spain, Trinidad and Tobago. Class discussions: Caribbean population, culture, traditions and food. Spanish island names: colonial past.

Port of Spain, Trinidad and Tobago — November 24

A20—November 26: Mini-class presentations about Port of Spain, Trinidad and Tobago population, culture, traditions, music, and food.

A21—November 28: Choose an object, sculpture, painting, monument, building, food, or any other cultural element you have experienced in this trip and present it to the class (5 min.). Pronunciation clinic.

A22—December 1: Getting ready for Ecuador. Class discussion: best places to see in Ecuador. Islas Galápagos.

Guayaquil, Ecuador — November 24

A23—December 9: Mini-presentations about Ecuador. Pronunciation clinic.

Puntarenas, Costa Rica — December 11-15

A24—December 16 Review for final exam. Pronunciation clinic.

Mini-presentations of the travel journal. Final submission of travel journal.

A25—December 19 Final Exam: oral exam.

Arrive San Diego, California — December 23

FIELD WORK

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 **October 1st in Cadiz, Spain.**

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 301, Oral Communication
Country: **Cádiz, Spain**
Idea: Visit old town Cádiz and Jerez: historical sherry bodegas and Royal Andalusian School of Equestrian Art.
Proposed title for the FT: Cádiz and Jerez: land of sherry wine and horses

Cádiz is an ancient port city in the Andalucía region of southwestern Spain. The home of the Spanish Navy, the port boomed in the 16th-cent. as a base for exploration and trade. It has more than 100 watchtowers, including the iconic Torre Tavira, which was traditionally used for spotting ships. On the waterfront is the domed, 18th-century Cádiz Cathedral, featuring baroque and neoclassical elements. We will visit the old center with our guide to see highlights such as Cádiz Cathedral and La Viña, the fishing district and home of Cádiz's carnival. Along the way, we will stop to visit the 18th-cent. Tavira Tower where a camera projects live panoramas of the city. After lunch, we will take a bus to go to palm-filled Jerez, 30 min. away, to visit one of its historical sherry bodegas. There, we will meet our winemaker host and tour the grounds. We will learn how to make sherry wine. We will see wooden casks in the cellars and taste a delectable selection of sweet and dry varieties. Next, we will visit the Royal Andalusian School of Equestrian Art, the spiritual home of *doma vaquera* and classical dressage. We will watch an 1 hour show where the purebred horses and costumed riders perform a precision equestrian ballet. Students will write a field class paper with a reflection of their experience in Cádiz

and Jerez. They also will prepare a short oral report in Spanish featuring photos from the two sites.

All activities will be held in Spanish.

- Objectives: Practice the Spanish learned up to this point.
- Ask and answer questions in the target language.
 - Learn new vocabulary related to the city, the winemaking and the horses.
 - Practice language skills: listening, speaking and reading.
 - Follow directions in Spanish.
 - Immersion within the language and the culture.
 - Explore a new place in a playful manner and only in the target language.

Field Class: Assignments, 20% of final grade

Travel Journal

- ⇒ Each student will keep a journal (in Spanish) throughout the voyage, with 1 entry per port, total 11 entries, being the first Poland and the last Costa Rica.
- ⇒ The purpose of these journal is to compare different cultures, think analytically about other communities' languages and traditions.
- ⇒ 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 of travel photos is meant to stimulate genuinely natural and fully contextualized verbal interactions.
- ⇒ The nature of the entries in the journal should be such that they can be shared with the rest of the class.
- ⇒ Formatting:
 - All journal entries must be in electronic format, spell checked, and formatted according to specifications given at the beginning of the course. This includes the proper integration of photographic / documentary materials into the text.
 - All entries must be single-spaced, and in Microsoft Word and pdf format, in Times 12pt.
 - The page length of journal entries indicated in the syllabus is to be interpreted as a **minimum**.
 - 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.
- ⇒ The journal will be checked several times during the voyage (see syllabus).
- ⇒ A travel photo contest towards the end of the trip will further contribute to making this course "a fun learning experience".

Pre-arranged trips

Students are strongly encouraged to attend pre-arranged trips and describe the experience in their journal.

METHODS OF EVALUATION

1. Travel journal (independent field component)	15%	etc.	20%
2. Field Class (1 total)	20%	4. Participation, homework & effort (overall)	15%
3. In-class presentation (leading of class discussion) and production of video clips,		5. Quizzes (total)	15%
		6. Activity in pairs	5%
		7. Final Oral Exam	10%

FIELD CLASS (1) (20%)

- ⇒ The policy on our voyage is that there be ONE field class (FC) per course (it will be paid for by the student). In rare cases, a student may be excused from participating in an FDP.
- ⇒ Any student who fails to complete this course's required **FC**, either as stipulated on this syllabus or, if that is for some reason impossible, as worked out in advance with the instructor, may fail the course regardless of her or his performance in the rest of the course.
- ⇒ **Semester at Sea students** will be asked to be keen observers during this FC, as they will have to report back (in class) what they saw, and how it affected their (1) view of XXX's society, and (2) outlook on life in general. Students should be prepared to take pictures and/or short videos (where appropriate), so as to use them in class during their presentation (in Spanish).

IN-CLASS PRESENTATIONS = Mini-class presentations (20%)

Each student will be required to complete several in-class presentations. These will be based on (1) self-produced video clips or photos for which they will lead class discussion, and (2) travel accounts of their latest field experiences. Each student will prepare questions, a pertinent vocabulary list, and present the video materials assigned for the homework.

PARTICIPATION, HOMEWORK AND EFFORT (15%)

- ⇒ Participation is an integral part not only of the class, but also of proper language acquisition. Attendance and participation are required in every class.
- ⇒ Participation includes being prepared for the discussion of every class, completion of all homework, being actively engaged in all activities (debates, group work, student-led discussions, teacher instruction), respecting all others in the class, being on time to class, volunteering to answer questions, helping fellow students, asking meaningful and insightful questions, etc.
- ⇒ Failure to follow these guidelines will result in a loss of participation points for the day.

QUIZZES (15%)

There will be various regular quizzes, approximately 1 per week. The purpose of these quizzes is to verify whether students have completed their homework assignments.

FINAL ORAL EXAM (10%)

During the final oral exam, the instructor will be looking for growth in the speaking skills of the students.

Special attention will be paid to fluency, pronunciation, comprehension, and understanding of cultural topics covered in the course. The students will be given time to prepare one or several topics during the last week of classes.

WRITING AND SUBMISSION PARAMETERS

All written assignments have to be double-spaced, in Times, 12 pt with 1inch margins on all sides and carefully edited for clarity and style.

Late assignments will be corrected but will not receive any points.

GRADING SCALE

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.
- After 2 unexcused/excused absences, participation grade will go down 2 points for each absence.
- 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: (4)

AUTHOR: Michele Morano
 TITLE: *Grammar lessons: translating...*
 PUBLISHER: University of Iowa Press
 ISBN: 158729530X
 DATE/EDITION: 2007

AUTHOR: Christine Lea and John Butt
 TITLE: *Spanish dictionary and grammar*
 PUBLISHER: Oxford University Press
 ISBN: 0198600798
 DATE/EDITION: 1997

AUTHOR: J. Copeland, R. Kite; L. A. Sandstedt
 TITLE: *Intermedia Spanish: Conversación y repaso*
 PUBLISHER: Harcourt Brace
 ISBN: 0030175178 (pbk)
 DATE/EDITION: 1997, 6th ed.

TITLE: *Spanish Dictionary*
 PUBLISHER: Collins
 ISBN: 9780061141843
 DATE/EDITION: 2008, 5th ed.

FILM REQUEST

Title: *Mar adentro*

Title: *Bajarse al moro*

Distributor: New Line Home Entertainment, 2005
JRB , 2001
CSU-Morgan Library, SAS available
available

Title: *Mujeres al borde de un ataque de nervios
fauno. Pan's laberynth*
Distributor: Sony Pictures, 2007
Line Home Entert, c2007
CSU-Morgan Library, SAS available
available

Distributor: Producciones
CSU-Morgan Library, SAS

Title: *El laberinto del*
Burbank, CA: New
CSU-Morgan Library, SAS

ELECTRONIC COURSE MATERIALS

None

ADDITIONAL RESOURCES

- Dictionary needed: a good (pocket) dictionary is a MUST! You will not have access to on-line dictionaries.