

## SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

<b>Voyage:</b>	Fall 2019
<b>Discipline:</b>	Language - Spanish
<b>Course Number and Title:</b>	LSPA 106 First-Year Spanish Review (Section 1)
<b>Division:</b>	Lower
<b>Faculty Name:</b>	Dr. José Luis Suárez-García
<b>Semester Credit Hours:</b>	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. This is a fast-paced beginner's course for students with some proficiency in Spanish (high school, family influence, experience travelling or studying abroad with exposure to Spanish). Students with zero experience in the language may register keeping in mind that the course will move at a fast pace. The course offers an introduction and basic review of essential skills: listening, speaking, reading, and writing (interpersonal, interpretive and presentational modes). All cultures have their own customs, food, life styles, daily routines and family traditions. On this voyage, visiting four continents, we will have the opportunity to explore not only these products, and practices, but also different perspectives, specifically pertaining to the Spanish language and across Hispanic cultures, which will help us have a better understanding of our own.

### 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.
- **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.
- **Write** short messages and notes on familiar topics related to everyday life.
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- **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.
- **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.

THE FIVE C'S DURING THE Fall 2019 VOYAGE:

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 some African and Latin American cultures in Spanish.

REQUIRED TEXTBOOKS

AUTHOR: Amores, Suárez-García, Wendel

TITLE: *Experience Spanish: Un mundo sin límites* (Workbook) No digital platform (Connect) needed

PUBLISHER: McGraw-Hill Education

ISBN #: 9781260267846 AND 9781260267877 (Workbook)

DATE/EDITION: 3<sup>rd</sup> Edition

A Spanish/English dictionary is recommended. (Larousse, Harper-Collins, Santillana, etc).

TOPICAL OUTLINE OF COURSE

Place/Classes	Chapter Themes/Topics	Assignments/Activities
Depart Hamburg, Germany – September 9		
A1–September 11	Introducción y Presentación	
A2–September 13	Cap. 1 ¿Que estudias? <i>Hispanos en los Estados Unidos (México/Centroamérica/Ca ribe)</i>	
Gdansk, Poland – September 15-20		
A3–September 21	Cap. 2 ¿Qué haces en tu tiempo libre? <i>Cultura Hispana Global</i>	Workbook cap. 1 (selection) Quiz 1
A4–September 23	Cap. 3 La vida diaria <i>Cultura Hispana Global</i>	Workbook cap. 2 (selection)

A5—September 25	Cap. 4, 5 ¿Cómo es tu familia? ¡Hogar, dulce hogar! Spain	Workbook cap. 3 (selection)
Lisbon, Portugal — September 26-28		
Cadiz, Spain — September 29 – October 1		
A6—October 3	Repaso Cap. 4, 5 ¿Cómo es tu familia? ¡Hogar, dulce hogar! Spain	
A7—October 5	Cap. 6 ...A comer! <i>El Caribe: Cuba, Puerto Rico, R. Dominicana, Venezuela</i>	Exam 1 Workbook cap. 5
Dubrovnik, Croatia — October 6-10		
A8—October 12	Cap. 6 ¡A comer! <i>El Caribe: Cuba, Puerto Rico, R. Dominicana, Venezuela</i>	
A9—October 14	Cap. 7 Vamos de compras... <i>El Caribe: Cuba, Puerto Rico, R. Dominicana, Venezuela</i>	Workbook cap. 6
Casablanca, Morocco — October 15-20		
A10—October 22	Cap. 7 Vamos de compras... <i>El Caribe: Cuba, Puerto Rico, R. Dominicana, Venezuela</i>	Quiz 2
A11—October 25	Repaso	Workbook cap. 7
A12—October 27	Cap. 8 En la comunidad <i>Centroamérica</i>	
Tema, Ghana — October 28-30		
Takoradi, Ghana — October 31 – November 1		
A13—November 3	Cap. 8 En la comunidad <i>Centroamérica</i>	
A14—November 5	Repaso	Workbook cap. 8

A15—November 8:	Cap. 9 Recuerdos del pasado <i>Centroamérica</i>	Quiz 3
Salvador, Brazil — November 10-15		
A16—November 16	Cap. 9 Recuerdos del pasado <i>Centroamérica</i>	
A17—November 18	Cap. 9 Recuerdos del pasado <i>Centroamérica</i>	
A18—November 20	Cap. 10 Salgamos a explorar <i>Los países andinos: Bolivia, Colombia, Ecuador, Perú</i>	Workbook cap. 9
A19—November 23	Cap. 10 Salgamos a explorar	Quiz 4
Port of Spain, Trinidad and Tobago — November 24		
A20—November 26	Cap. 11 La música, el arte y las celebraciones. <i>Los países andinos: Bolivia, Colombia, Ecuador, Perú</i>	Workbook cap. 10
A21—November 28	Cap. 11 La música, el arte y las celebraciones. <i>Los países andinos: Bolivia, Colombia, Ecuador, Perú</i>	
A22—December 1	Repaso	Workbook cap. 11
Guayaquil, Ecuador — December 2	Field Trip: Guayaquil, Ecuador	
A23—December 9	Cap. 12 El bienestar <i>Cono Sur: Argentina, Chile, Paraguay y Uruguay</i> Repaso	
Puntarenas, Costa Rica — December 11-15		
A24—December 16	Presentaciones en grupos	Workbook cap. 12
A25—December 19 <i>Final Exam</i>	Presentaciones en grupos	Exam 2
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 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.**

Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

### **Field Class & Assignment**

The Field Class for this course will take place on **Monday, December 2, 2019 in Guayaquil Ecuador (Day 1).**

Field Class Title: Music, art and celebrations in Ecuador. (course Scope and Sequence will be in Ecuador at this point)

Field Class Description: Since students have been writing about tradition and festivities in different ports, we will explore the theme in Ecuador focusing on the traditional music and traditions of the Andes. Details to be completed

Field Class Learning Objectives:

1. identify the relationship between the product (**what** types of festivities, customs, and the celebrations), the perspectives (**why**/history) and the practices (**how**/the rites and customs) and
2. compare it to the ones you have seen in class and other ports and in your own community.

### **Independent Field Assignments**

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). Students will be asked to choose different ports and to describe, narrate their experiences with a number to topics in journal format! For one of those ports, they will have to create an interactive multimedia presentation (with questions for the other students) in front of the class. The journal will be used as a resource for the field class assignments (a collaborative essay and presentation).

### **METHODS OF EVALUATION**

1. Field class	20%
2. Travel journal (independent field assignment) (including written work + mini presentation)	15%
3. Exams (2 x 10)	20%
4. Quizzes (total)	10%
5. Workbook, participation, homework (overall)	15%
6. In-class mini-presentations	10%

7. Interactive presentation based on collaborative essay on field trip, in pairs	10%
Total	<u>100%</u>

## 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](mailto: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 and Theodore Kendris  
TITLE: 501 Spanish Verbs  
PUBLISHER: Barron's Educational Series  
ISBN #: 978-0764197970  
DATE/EDITION: 2010/7th Edition

AUTHOR: Amores, Suárez-García, Wendel  
TITLE: Experience Spanish: Un mundo sin límites. (2 DVD set)  
PUBLISHER: McGraw-Hill  
ISBN #: to be included  
DATE/EDITION: 2015/2<sup>nd</sup> Edition

## **FILM REQUEST**

All the films/videos (digital supplements) will be in the digital platform used in Fall II 2019 (Moodle) during the voyage.

## **ELECTRONIC COURSE MATERIALS**

Working with Publishing Company (MacGraw-Hill Digital Group) to incorporate some digital components without using internet.

**Note.** Complete and detailed assignments with reminders will be posted in Moodle.

#### **ADDITIONAL RESOURCES**

None