

Semester at Sea, Course Syllabus
Colorado State University, Academic Sponsor

Semester: Fall 2016
Discipline: Spanish
Course Number and Title: LSPA 106 First-Year Spanish Review
Course Level: Lower
Faculty Name: Sophie Esch
Semester Credit Hours: 3

Prerequisites: None.

Registration Information: Placement exam or instructor placement. Credit not allowed for both [LSPA 106](#) and [LSPA 105](#) (First-Year Spanish). [Placement test](#) only if you have taken some Spanish before. Alternatively, write to professor Esch at the CSU Department of Languages, Literature and Cultures directly.

LSPA 106 is a student-centered, activities-driven class that employs an immersion approach to help students use Spanish to express themselves in realistic contexts and for real purposes. By the end of the semester, students will have acquired a novice-mid or novice-high proficiency in Spanish according to [ACTFL proficiency levels](#) and will be familiar with selected cultural topics and practices in the Spanish-speaking world. This is a fast-paced beginners course in Spanish for students with minimal proficiency in Spanish. It offers an introduction and basic review of essential skills such as listening, speaking, reading, and writing. The course will be enhanced by the many opportunities for immersion in the ports in Spain and Latin America.

LEARNING OBJECTIVES

Goals of LSPA 106 By the end of the semester, you should be able to do the following:

1. Understand spoken Spanish in simple conversations directed to you.
2. Speak Spanish well enough to communicate simple ideas and survive in a Spanish-speaking country.
3. Handle some basic tenses (present, preterite/imperfect) and other grammatical forms (ser/estar, reflexive verbs, direct and indirect object pronouns, comparison, impersonal and passive se, and different -ar, -er, and -ir verbs) to be used in simple sentences in speaking and writing.
4. Be able to read and understand the main ideas and some details of short printed texts such as announcements, newspaper articles, and advertisements, brochures, etc;
5. Write short narrative descriptions about people, places, and things in the past, present, and future.
6. Be familiar with some cultural topics and practices in Spanish-speaking countries and cultures.

ACTFL Standards, Proficiency Guidelines and Goals

The course is designed according to American Council for Teaching Foreign Languages (ACTFL) standards -Communication, Cultures, Communities, Comparisons and Connections- and aimed at improving students' skills in the core areas: reading, writing, speaking, and listening. By the end of

the semester, students should have proficiency at the Novice Mid to High level. You can find more information about the standards [here](#) and about proficiency levels [here](#).

Listening: Spanish is the language of instruction in this course. The level of Spanish you hear during class time may be adjusted somewhat in pace and vocabulary at first, but through class interaction and the video and audio system, you will begin to understand more native-like Spanish, and you will develop “coping strategies” when your comprehension is incomplete.

Speaking: As the course progresses, you will be able to interact with Spanish speakers, asking and answering questions about a variety of everyday topics. The class and the port visits will provide great opportunities to practice, so you should plan to participate fully and learn quickly to request assistance when necessary.

Reading: You will learn to read materials written for you as a second language learner, such as cultural information, and you will gain some experience reading materials written for native speakers of Spanish, such as the news, advertisements, stories, poems, etc.

Writing: You will practice writing skills ranging from taking notes, writing simple descriptions and short paragraphs, making lists, recording your reactions to different subjects to writing a short composition. The communication of your ideas is the primary goal. Grammatical accuracy will be expected only for those concepts addressed in the course.

Culture: This semester you will see and learn about the cultures and history of several Spanish-speaking countries.

THE FIVE C’S DURING THE FALL 2016 VOYAGE:

*Communication: Use Spanish to ask questions, talk and write about yourself, describe people and places.

*Cultures: Learn about Spanish-speaking cultures: US, Spain, Latin America.

*Communities: Participate in a community of students of Spanish and in a multicultural world.

*Comparisons: Make comparisons between Spanish and other romance languages encountered on the voyage.

*Connections: Discover the influence of Arabic and indigenous African languages in Spanish.

Policies and Expectations

This is a student-centered course.

***Responsibilities:** 1) **Careful Preparation:** study vocabulary and grammar in advance; write down questions, make flashcards, listen to songs in Spanish, speak Spanish with your peers;
2) **Active Participation:** actively engage in class work and group work, speak only Spanish, take notes; learning a new language can be stressful and disconcerting at times, remain a positive attitude and keep an open mind; don’t be afraid to make mistakes;
3) **Independent Review:** review notes, vocabulary and grammar every day, formulate Spanish sentences and words in your head, say Spanish words out loud. This is a three credit hour course.

Students should expect that for each credit hour they will have to work for 2-3 hours on their own in order to be successful in this course.

4) **Homework:** Homework assignments and announcements will be made in class. If you miss a class, it is your responsibility to contact another student to receive all the information and be ready for the following class.

***Attendance is mandatory.** After two absences, your participation grade will go down five points for each absence.

***The course language is Spanish only:** Think of the classroom as a “Spanish only” zone. Given the extraordinary learning opportunity on the ship, I also highly recommend you make a pact with your classmates to only speak Spanish to each other when you spend time together on the ship or the ports. Pretend as if you only speak Spanish.

***No late assignments** will be accepted and missed exams cannot be made up.

REQUIRED TEXTBOOKS

Experience Spanish: un mundo sin límites (textbook and workbook)

AUTHOR: Amores/Suárez-García/Wendel. TITLE:

PUBLISHER: McGraw-Hill

ISBN #: Textbook: 978007353444-2, AND Workbook: 978125928546-2 [Do not purchase the electronic workbook]

DATE/EDITION: Second Edition, 2015.

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

TOPICAL OUTLINE OF COURSE

Depart Hamburg—September 10

B1—September 13: Introducción y presentación

B2—September 15: Capítulo 1

No Classes—September 16

B3—September 18: Capítulo 1

Piraeus—September 19-23

B4—September 25: Capítulo 2

Civitavecchia - September 26-28

Livorno - September 29-30

B5—October 2: Capítulo 2

Barcelona—October 3-7

B6—October 9: Examen 1: Capítulos 1 y 2

Ronda de conversación después del examen

Casablanca—October 10-14

B7—October 16: Capítulo 3

B8—October 18: Capítulo 3

B9—October 20: Capítulo 4

Dakar—October 21-24

B10—October 26: Capítulo 4

No Classes—October 28

B11—October 29: Repaso Capítulos 3 y 4

B12—October 31: Examen 2: Capítulos 3 y 4

Ronda de conversación después del examen

Salvador—November 1-6

B13—November 8: Capítulo 5

B14—November 10: Capítulo 5

B15—November 12: Capítulo 5

Port of Spain—Nov. 13-14

B16—November 16: Capítulo 6

No Classes—November 18

B17—November 19: Capítulo 6

B18—November 21: Capítulo 6

Callao—November 22-26

B19—November 28: Examen 3: Capítulos 5 y 6

Ronda de conversación después del examen

B20—November 30: Capítulo 7

Guayaquil—December 1-4

B21—December 6: Capítulo 7

B22—December 8: Capítulo 7

Puntarenas—December 9-13

B23—December 15: Conversación individual sobre los reportes del campo

B24—December 17: Repaso

Study Day—December 18

B25—December 20; B Day Finals: Final exam

San Diego—December 22

FIELD WORK

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 will be developed and led by the instructor.

FIELD CLASS AND ASSIGNMENT

Field Class for First Year Spanish Review - Scavenger Hunt in Guayaquil: Directions, Tastes, Interactions. December 1, 2016

Guayaquil is bustling port city with many sights, sounds, and smells and students will explore the city through an interactive scavenger hunt. Students 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). Students will work in groups of 3-5 and are only allowed to speak Spanish among each other. 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. Immersion. Explore a new place in a playful manner and only in the target language. 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.

INDEPENDENT FIELD ASSIGNMENTS

Language Learner – Language Researcher: Interactive Diary

*Tasks for Romance Language Ports (Italy and Brazil): Note similarities and differences (pronunciation, vocabulary, etc.) between Spanish and other romance languages, 1-2 paragraphs in English.

*Tasks for African Ports (Morocco and Senegal): Find three Spanish words that originate in Arabic and a language indigenous to Africa. Ask people or use the Internet.

*Tasks for Spanish-Speaking Ports (Spain, Peru, Ecuador, Costa Rica): Find five words typical of or only used in this particular Spanish-speaking country and write an explanation in Spanish or draw an explanation. In addition, speak with one Spanish native speaker in each country and ask them questions (name, directions, family, or likes). Take a selfie together with that person (make sure to ask for permission and to explain the concept). If they decline, you can later draw the person. Write a short description of the person in Spanish.

METHODS OF EVALUATION / GRADING SCALE

Participation (5%) Students have to be actively and positively engaged in pair, small group and entire class work. Participation grades will be based on the frequency and quality of participation. After two absences, your participation grade will go down five points for each absence.

Skit (10%) In groups of 3-5, students will perform entertaining role plays for the entire class.

Chapter exams (30%) There will be 3 chapter exams during the semester. They will test listening, reading, writing, vocabulary, and any cultural information covered in the text, video, or in class.

Final exam (15%) A comprehensive final exam will test language skills.

Field work interactive port diary and oral report (20%) In all ports except Greece and Trinidad and Tobago, students will complete assignments (Language Learner Diary and report on Guayaquil) (15%). At the end of the semester, students will give an oral report on their diary (5%).

Workbook (10%) Exercises in the workbook will be completed along with each lesson.

Essays (10%) Students will write 2 compositions (approximately between 100 and 200 words) during the semester.

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:

Departmental Grading Scale (Languages, Literatures and Cultures only)

	97-100	B+	87-89	C+	77-79	D	60-72	F	0-59
A	93-96	B	83-86	C	73-76				
A-	90-92	B-	80-82						

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes is mandatory, but it is at the instructor's discretion to assign a grade to the participation and attendance requirement. Remember to include information concerning the evaluation of Field Assignments and the Field Classes, which must constitute at least 20% of the total grade in a course.

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 memo from the student's home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than July 19, 2016 to academic@isevoyages.org.

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."

Additional notes from your professor, Dr. Esch:

*Asking for help from more advanced Spanish students, native speakers or using machine translation also constitutes a violation of the CSU integrity policy, as your work is graded in part on the quality of your Spanish.

*If you need help with vocabulary, you may only use www.wordreference.com, www.rae.es or print dictionaries.

*If you feel overwhelmed or panicked with an assignment, seek help from me, your professor.

I will report ALL violations of academic integrity and impose grade penalties.

RESERVE BOOKS AND FILMS FOR THE LIBRARY

1. Spanish-English dictionary
2. Monolingual Spanish dictionary
3. DVD

TITLE: DVD Program to accompany Experience Spanish

PUBLISHER: McGraw-Hill

ASIN: 0073280240