

## SPANISH 203: ¡Sí Sí!

### (Summer Intensive Spanish Immersion)

SPANISH 203: M-F 10:00-3:00 May 6-May 17

609 Gruening

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¿vamos a hablar?

#### **Description**

Bienvenidos a Español 203, an intensive Spanish intermediate oral immersion course. The class builds in a more focused way on the general Spanish communication skills that students have practiced at the 100 and 200 level. This course is designed for students who have completed basic Spanish language courses at UAF or elsewhere, and wish to improve *speaking and listening* skills. The course is intended as an expansion of vocabulary and sharpening of oral skills; grammatical concepts will not be explicitly covered. The best way to achieve fluency and confidence in a foreign language is to be immersed. This course will expose you to 4 hours of concentrated interaction per day. We will be exposed to conversation, music, film, listening and

short writing activities. Our goal is to create as close to an immersion experience as possible without going abroad!

## **Course Objectives**

### **Course goals**

- Immerse students in a completely Spanish speaking environment
- Provide the opportunity for students to interact and use their Spanish intensively
- Expose students to new vocabulary for real communicative purposes

### **Expected outcomes**

- Students will achieve the immediacy and fluency that is only possible through an immersion environment
- Students will achieve greater communication ability and an increase in confidence
- Students will be able to converse on a wide variety of real world topics

## **Course Materials**

There is no required text for this course. Students are required to buy a small notebook for the express purpose of writing down new vocabulary and phrases from the class. In addition, the instructor will provide readings and new vocabulary lists for each topic.

## **Instructional Methods**

This is a communicative language experience, and as such, there will not be a significant element of lecture. Rather, the instructor will act principally as a resource and facilitator of interaction. In addition to individual language learning, students can expect a great deal of communicative interaction at many levels: large and small group interaction and pair work. There will educational games, music and films.

## **Evaluation**

Students will not be graded on their speaking skills as compared to a native speaker, nor compared to their classmates, but rather on an individual basis taking into account enthusiasm, dedication, and willingness to improve during the course of the semester. To measure the expected learning outcomes, we will use the following:

### **A. Participation**

Learning a language is not done in isolation. Speaking, listening, and interacting with others are essential parts of the learning process. Therefore, you will be graded on your classroom performance, not necessarily whether you have the right answer but on whether you are in class, with your materials, prepared and willing to speak.

### **B. Debate**

The culmination of the course will be a panel presentation/debate with your peers, to take place at the end of the course. It will provide you with an opportunity to speak publically in Spanish and to work out problems and discuss your opinions with your classmates.

### **C. Vocab quizzes**

A brief quiz on vocab and false cognates from the day before will be administered daily.

### **D. Journal of new vocab and phrases**

Each student will write new vocabulary and phrases in their notebook. Additionally, false cognates will be discussed daily and should also be written in this notebook.

### **E. Presentations**

Students will present daily to their group concerning the topic of the day. Additional vocabulary may be issued the day before if necessary.

### **Components of the final grade**

Participation	40%
Debate	20%
Quizzes	20%
Journal	10%
Presentations	10%

## TENTATIVE CLASS SCHEDULE

### Day1

- Needs analysis
- Interviews
- Ser y estar
- Description and Circumlocution
- Escoger un libro para la lectura

### Day 2

- Initiating and Closing Conversations
- La personalidad
- Amigos y familia
- Pronunciation- vowels
- *El tiempo entre costuras*
- Leer

### Day 3

- Requesting and Providing Information
- El teléfono
- Las noticias
- Pronunciation: C, G, Q
- *El tiempo entre costuras*

### Day 4

- Initiating and Building Topics
- Pronunciation: R, RR
- El restaurante
- Ir de compras
- *El tiempo entre costuras*

### Day 5

- Giving and Receiving Advice

- Long Pronunciation words
- Directions
- Viajar
- *El tiempo entre costuras*

#### Day 6

- Expressing and Reacting to Feelings
- Los gestos
- Juegos
- Pronunciation- diferentes dialectos del español
- Música
- *El tiempo entre costuras*

#### Day 7

- Interrupting
- El trabajo y los estudios
- Pronunciation: H, J, X
- Películas y television
- *El tiempo entre costuras*

#### Day 8

- Discussing and Arguing, Convincing
- Pronunciation- stress
- Debate
- *El tiempo entre costuras*

#### Day 9

- Recounting Events
- Pronunciation- Trábalenguas
- Los días de fiestas
- *El tiempo entre costuras*

#### Day 10

- Planning and Organizing
- El tiempo libre
- Una fiesta el último día de clase
- *El tiempo entre costuras*