

**COURSE TITLE: LIVE & LEARN IN COSTA RICA: PART 2**

**NO. OF CREDITS:** 5 QUARTER CREDITS  
(semester equivalent = 3.33 credits)

**WA CLOCK HRS:** 50  
**OR PDUs:** 50  
**CEU HRS:** 50

**INSTRUCTOR:** STACEY HOLEMAN, M.S.  
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**TRAVEL DATES:** OPEN FOR INDEPENDENT TRAVEL

**COURSE DESCRIPTION:**

**NOTE:** This course provides an additional week of study for participants of Live & Learn in Costa Rica Part 1.

Give your Spanish skills a huge boost in a short amount of time while opening your eyes to the cultural differences and challenges of this safe, beautiful part of the developing world. Live with a friendly Costa Rican family in the charming mountain town of Turrialba in the central highlands of Costa Rica. Study Spanish at a respected Spanish School for four hours per day. Enjoy the springlike climate and explore the natural and cultural opportunities the area provides. **All levels are welcome.**

**ALSO AVAILABLE:**

- Additional weeks of language study
- Alternate and additional activities
- Volunteer opportunities
- Alternate housing arrangements
- Possible trip extension to other areas of Central America

Instructor will make school and homestay reservations and provide a list of activities and sights in the area surrounding the school but may not be traveling with participants. Participants will be purchasing their own flights but instructor will help as needed. Itinerary and packing suggestions will be provided.

**LEARNING OUTCOMES:**

As a result of this course, participants will increase their knowledge and understanding of:

- Spanish language
- Central American culture
- Study abroad opportunities
- Their identity and role as a citizen of the world

**COURSE REQUIREMENTS:**

Following are the requirements weighted for determining the granting of university quarter credit. Antioch University Seattle requires 75% or better to issue 400 level credit and 85% for 500 level.

- Attendance and active participation in all class sessions 40%
- Required reading 30%
- Satisfactory completion of all outside assignments 30%

## **400 & 500 LEVEL OUTSIDE ASSIGNMENTS:**

### **Prior to the Trip**

1. When you register, send an email to the instructor describing a) your current Spanish level, b) your travel history, c) why you chose this course, and d) what you hope to learn.
2. Read the history, background, and region-specific sections in your guidebook.
3. Make a list of 50 verbs you feel are most important to you and translate them into Spanish. Conjugate all 50 verbs into at least 5 tenses using a book or website (see last listing in bibliography for resource).

### **During the Trip:**

4. Attend 15-20 hours of Spanish instruction.
5. Live with a host family and spend at least 2 hours/day with family members, including meals. (Although a home stay is highly recommended, other living arrangements can be made and a substitute assignment designed by participant.)
6. Participate in at least two (2) cultural activities (provide description and reflection in your journal). See the list on Page 5 for examples of ACTIVITIES.
7. Keep a daily journal of your activities and reflections. This is the most important written assignment - please give it the weight it deserves.

### **During or After the Trip:**

8. Develop three (3) discussion topics appropriate to your teaching assignment that are informed by your learning on this trip (list books, websites, and other resources as appropriate)
9. Write a 2 to 3 page Integration Paper responding to the following statements:
  - Summarize what you learned versus what you set out to achieve
  - Explain which aspects of this course were most helpful and why
  - Comment on what could be done differently
  - State how you plan to use the learning from this course
  - Evaluate communication with your instructor

**NOTE:** 2 week participants complete 1 Integration Paper for both weeks

## **500 LEVEL OUTSIDE ASSIGNMENT:**

In addition to the 400 level assignment, complete **one** of the following:

- Read a recommended book and provide a brief reflection
- Develop a website that includes photographs and reflections from the trip
- Conduct additional reading or research from at least three sources on the culture, history, or geography of the region visited; produce a 3-5 page paper about your findings and include a bibliography of your references.
- Produce an annotated bibliography on at least 10 books (not included in the bibliography for this course) about the culture, history, and geography of the region we visit; each annotation should be approximately 1/2 page in length.
- Based on observation, reading, and research from at least three (3) sources, produce a 3-5 page paper on a cultural or historical figure we discuss on our trip; include a bibliography of your references.
- Another assignment of your own design with prior approval of the instructor.

## **ASSIGNMENT FORMAT & DUE DATES:**

- Hardcopies of papers should be typed using size 12 font and double spacing
- Alternately, assignments may be sent in the body of an email or as attachments
- Assignment 1 is due as soon as possible after you register
- Assignments 2 and 3 are due 2 weeks prior to departure
- Assignments 4 through 9 & 500 Level are due during the trip or within 2 wks after return
- Please send your journal with return postage or a photocopy

**REQUIRED BOOKS** (*Please see the Bibliography for more detailed information.*):

- Baker, Christopher B. Moon Costa Rica (Moon Handbooks). 6th Edition. Avalon Travel Publishing, 2007.
- A pocket-sized Spanish/English Dictionary

**QUALIFICATIONS FOR TEACHING:**

**Stacey Holeman, M.A.**, has taught in public schools in Oregon since 1978, kindergarten through 5th grade. She earned her Masters in Special Education in 2003 and National Board Certification in 2005. Currently Stacey coordinates the Structured Learning Centers for students with autism and multiple disabilities in The Dalles, Oregon. Stacey and her husband, Mike, first traveled to Guatemala in the 1980's and brought home a son who was 4 years old at the time. All 3 of their kids have studied abroad and the family continues to travel, individually and together, most commonly to Central America. In recent years Stacey has taken seven college Spanish courses and has attended eight Spanish Immersion programs in Central America; she knows first hand the huge benefit immersion programs have when learning a language.

**LIVE & LEARN IN COSTA RICA: PART 2  
ADDITIONAL COURSE INFORMATION**

**COST OF COURSE**

**Program cost is \$200 per week which includes:**

- Course conception, planning, and oversight
- Assignment guidance and grading
- Travel research and assistance
- Communication and negotiations with Spanish schools
- Communication and credit filing with Heritage Institute & Antioch University Seattle

**Additional expenses are the responsibility of each participant:**

- Payment to Spanish school, \$150-350 depending on country and homestay/study options
- Air and ground transportation
- Cost of credits or clock hours
- Additional excursions, museum and other entrance fees (recommend \$25-\$100)
- Optional meals out
- Alternate housing arrangements
- Lodging and meals in addition to homestay, depending on flight schedules
- Souvenirs

**Cost of Credits at Antioch University Seattle:**

- 5 Qtr Credits - 400 or 500 Level: \$300
- 50 Clock, CEU, and PDU Hours: \$175

## **LIVE & LEARN IN COSTA RICA: PART 2 BIBLIOGRAPHY**

### **REQUIRED BOOKS**

- Baker, Christopher B. Moon Costa Rica (Moon Handbooks). 6th Edition. Avalon Travel Pub., 2007.

*I recommend the 2007 Edition but the older edition is acceptable.*

- A pocket-sized Spanish/English Dictionary

*My favorite is the bright yellow approx. 3x4 inch Langenscheidt Universal Dictionary, but any pocket-sized version will work. Keep in mind that "pocket" dictionaries are sometimes twice that size and small is better for travel.*

### **RECOMMENDED BOOKS**

- Koutnik, Jane. Costa Rica - Culture Smart!: a quick guide to customs and etiquette. Kuperard Press, 2006

- Sanchez, Juanita et al. Taking Care of Sibó's Gifts: An Environmental Treatise from Costa Rica's KekoLdi Indigenous Reserve. Editorama, S.A., 1993. (Not in print; must be purchased used.)

- Koeppel, Dan. Banana: The Fate of the Fruit That Changed the World. Plume Publishing, 2008.

### **SPANISH LANGUAGE LEARNING BOOKS**

- Kendris Ph.D., Christopher. Spanish Language Learning Books: 501 Spanish Verbs with CD-ROM. 6th Edition. Barron's Educational Series, 2007.

- Kraynak, Cecie. Spanish Verbs For Dummies. For Dummies Publishing, 2006.

- Learning Spanish Like Crazy: Spoken Spanish, Vol. 1 (Audio CD). Learning Like Crazy, 2005.

- Madrigal, Margarita. Madrigal's Magic Key to Spanish. Reissue Edition. Main Street Books, 1989.

- Resnick, Seymour. 1001 Most Useful Spanish Words. Dover Publications, 1996.

### **ONLINE**

- Online Conjugator (Select Free conjugator, type in Spanish verbs, select desired tenses, hit "Conjugate" - sweet!): <http://prologo.net>

- Online Translator: [http://babelfish.yahoo.com/translate\\_txt](http://babelfish.yahoo.com/translate_txt)

- Essential Spanish Structures: <http://www.bowdoin.edu/%7Eeyepes/newgr/ats/index.htm>

- Think Spanish Magazine with opt. audio: <http://www.readspanish.com/>

- Tourist Info: <http://visitcostarica.com>

- Online Maps: <http://www.lonelyplanet.com/maps/central-america/costa-rica/>

- Currency Converter: <http://www.oanda.com/convert/cheatsheet>

- Packing Light: <http://www.onebag.com/>    <http://ricksteves.com/plan/tips/packlight.htm>

- Laminated Field Guides: <http://www.rainforestpublications.com/>

**LIVE & LEARN IN COSTA RICA: PART 2**  
**COURSE ITINERARY**  
*Course Itinerary is subject to change.*

**DAY 1:**

AM: Breakfast with host families  
Optional ACTIVITY\* (half or full day)  
PM: Lunch with host families  
Optional ACTIVITY\*  
Dinner with host families. Evening study and relaxation

**DAY 2:**

AM: Breakfast with host families  
Entrance evaluations & class with mid-morning break  
PM: Lunch with host families  
Optional ACTIVITY\*  
Dinner with host families. Evening study and relaxation

**DAY 3:**

AM: Breakfast with host families  
Spanish class with mid-morning break  
PM: Lunch with host families  
Optional ACTIVITY\*  
Dinner with host families. Evening study and relaxation

**DAY 4:**

AM: Breakfast with host families  
Spanish class with mid-morning break  
PM: Lunch with host families  
Optional ACTIVITY\*  
Dinner with host families. Evening study and relaxation

**DAY 5:**

AM: Breakfast with host families  
Spanish class with mid-morning break  
PM: Lunch with host families  
Optional ACTIVITY\*  
Dinner with host families. Evening study and relaxation

**DAY 6:**

AM: Breakfast with host families  
Spanish class with mid-morning break  
PM: Lunch with host families  
Optional ACTIVITY\*  
Dinner with host families. Evening study and relaxation

**DAY 7 or 8:**

Return bus/shuttle to San Jose airport and flights to U.S. or optional trip extension.

*NOTE: Classes may be offered in the afternoon with activity time in the mornings.*

**\* EXAMPLES OF OPTIONAL ACTIVITIES**

|           |                       |                     |
|-----------|-----------------------|---------------------|
| Hiking    | Local museums         | Waterfalls          |
| Ziplining | Volcano hikes         | Latin dance lessons |
| Rafting   | Traditional cooking   | Organic farm tours  |
| Canyoning | Local church services | Archaeological site |

**VOLUNTEER OPPORTUNITIES:** Tutoring English with elementary students and adults, craft projects for senior citizens, tropical agriculture, Turrialba Museum maintenance, guiding tours, and handicrafts, volunteering at an archaeological or volcano site.