



## CIEE Santiago, Chile

<b>Course name:</b>	Advanced Spanish Language I
<b>Course number:</b>	SPAN 4001 CSLC
<b>Programs offering course:</b>	Liberal Arts
<b>Language of instruction:</b>	Spanish
<b>U.S. Semester Credits:</b>	4
<b>Contact Hours:</b>	60
<b>Term:</b>	Fall 2019

### **Course Description**

This course has been designed for students who want to achieve advanced level of Spanish according to Level C1 MCER (Marco Común Europeo de Referencia para las lenguas). This course combines theory, practice and experiential learning, as well as aspects of Chilean Spanish.

### **Learning Objectives**

In this course students are expected to

- Understand a variety of written and spoken discourses in Spanish.
- Develop fluency and spontaneity in speaking skill.
- Express written ideas with clarity and appropriate language structure in different contexts.

### **Course Prerequisites**

Students must have approved an intermediate Spanish language course or equivalent.

### **Methods of Instruction**

The lectures will deal with elements of the Chilean culture, grammatical content and general lexicons of Spanish, as well as phonetic and lexical aspects of Chilean Spanish. Field trips will include visits to places related to Chilean culture. Classes will have a communicative approach: dialogues, role plays, conversations, among other activities to encourage students' learning.

Students will work with an original booklet with materials specially designed for the course, which include written drills and activities, short texts, among other resources.

In each class the students will be assigned a task related to the subject of the session (including application exercises, readings, brief interviews and other types of activities).

### **Assessment and Final Grade**

1. Presentation N° 1	10%
2. Presentation N° 2	10%
3. Essays	20%
4. Test N° 1	10%



5. Test Nº 2	10%
6. Final Exam	25%
7. Participation	15%

## **Course Requirements**

### **Presentation 1**

This is a 7-10-minute presentation about general aspects of the local culture. Topics like food, traditions, cities, places in Santiago, etc.

The aspects to evaluate in the presentation will be: use of visual aid, opinion, content, comparison with home culture and grammar.

Los elementos que se evaluarán serán:

### **Presentation 2**

This is a 7-10-minute presentation about a song in Spanish, selected by the student. This song will have to be analyzed in terms of content and social impact.

### **Essay**

Drafting tasks will be considered, which will have a 50% weighting of the final essay grade.

Additionally, students must submit an essay at the end of the course which will have a minimum length of 1000 words and a maximum of 1400, and which will be weighted with 50% of the final essay grade.

In this one, the student will analyze his personal experience in some of the different aspects that are detailed below:

- Chile family
- young Chileans
- films / documentaries observed in the class
- Local news
- University life

### **Participation**

This item will be averaged with the results from attendance, homework, class participation and engagement in class.

## **Weekly Schedule**

### **Week 1**

#### **Orientation Week**

#### **Class 1.1**

Presentation of the course, presentation of the members of the class, interests.

First impressions of Chile. Comparison of home and Chilean culture.

Dialectal variety of Spanish in Chile. Main differences with other dialectal varieties, "chilenismos" and possible origins.

Activity use of past indicative mode.



Task: writing on first impressions of Chile (minimum 150 words).

**Class 1.2** Present perfect. Use in Chile, differences with other countries.  
Chilean society: ethnic composition, religiosity, political ideology, influences, economic activities, emigrants, immigrants, etc.  
Task: present perfect use.

**Week 2**

**Class 2.1** Grammar revision: Use of preterit imperfect  
First part of film El chacotero sentimental.  
Homework: reaction to the movie, 200 words.

**Class 2.2** Grammar revision: past tense variations  
Main milestones in Chilean history. Pre-Hispanic peoples, invasion and conquest of the Spanish.  
Task: preparation first presentation.

**Week 3**

**Class 3.1** Students' presentations

**Class 3.2** Grammar revisión: pluperfect  
Resources to narrate.  
Main milestones of Chilean history: colony and independence.  
Task: exercise of application of past uses. Writing of historical fact of country of origin (minimum 200 words).

**Week 4**

**Class 4.1** Review of past tasks.  
Review conjugations  
Film: Historias de fútbol, 3rd part.  
Task: preparation test No. 1.

**Class 4.2** Test Nº 1.  
Main milestones in Chilean history: 19th and 20th centuries until 1973.  
Task: consolidation exercises of subjunctive mood.

**Week 5**

**Class 5.1** Co-curricular activity: Human Rights Museum  
Task: writing about impressions in relation to the field trip (minimum 200 words).

**Class 5.2** Grammar review: Subjunctive in noun phrase  
Main milestones in Chilean history. Dictatorship, return to democracy and the 21st century.  
Review task. Conversation about field visit.  
Task: exercises of subjunctive use.



## Week 6

- Class 6.1** Grammar review: Subjunctive and review of adjective phrases  
Chilean literature. Review of some authors and analysis of fragments of works.  
Task: reading a Chilean story. Grammatical application exercises.
- Class 6.2** Grammatical task review.  
Continuation review subjunctive mood. Use in adverbial phrases.  
Conversation about story reading.  
Listen to the song "Arauco tiene una pena" by Violeta Parra.  
Situation of the Chilean native peoples in relation to other communities in Hispano-America and the United States.  
Task: Writing comparing the situation of native peoples in Chile and the United States (minimum 250 words).

## Week 7

- Class 7.1** Grammar: Subjunctive and use of adverbial phrase  
Documentary: Imágenes de una dictadura.  
Task: exercise of subjunctive mode application. Commentary on documentary (minimum 250 words).
- Class 7.2** Grammar: Review of subjunctive in hypothetical phrases in the present and past tense  
Review writing task. Conversation.  
Homework: grammar drills

## Week 8

- Class 8.1** Grammar: Subjunctive  
Documentary: La revolución de los pingüinos part 1  
Review of homework  
Homework: preparation test 2
- Class 8.2** Test 2  
Documentary: La revolución de los pingüinos part 2  
Task: comment of the documentary (minimum 250 words).

## Week 9

- Class 9.1** Co-curricular activity: La Vega Market
- Class 9.2** Homework revision  
Grammar: "Revisión de preposiciones, locuciones preposicionales y conectores."  
Writing activity in pairs.  
Homework: article "Madres y huachos" by Sonia Montecino.

## Week 10



- Class 10.1** Review of prepositions, prepositional phrases and connectors.  
Exercises with writing texts in pairs and individuals.  
Construction of the feminine in Chile. Conversation about reading.  
Task: writing about machismo in Chile (minimum 300 words).  
Preparation of oral presentations.
- Class 10.2** Students's presentations
- Week 11**
- Class 11.1** Grammar: Verb like and similar ones  
Chilean news readings (vocabulary, search for connectors, comprehension).  
Conversation and debate.  
Homework: grammar drills
- Class 11.2** Homework revision  
Grammar: "Uso de futuro en conjetura."  
Vocab: "Revisión de expresiones idiomáticas formales e informales and voseo chileno."
- Week 12**
- Class 12.1** Co-curricular Activity: Violeta Parra Museum
- Class 12.2** Vocab revision  
Grammar: "estrategias de adquisición de vocabulario."  
Conversation about experience in Chile. Pros and cons.  
Task: essay writing
- Week 13**
- Class 13.1** Submit Essay  
Grammar: "Usos de lo y eso, usos de participio".  
Homework: grammar drills
- Class 13.2** Grammar introduction: Sentences with "Se", use of gerund and infinitive  
Homework: grammar drills
- Week 14**
- Class 14.1** Grammar: Pronominal verbs. Use of participle  
Homework: grammar drills
- Class 14.2** Grammar revision: Use of pronoun and adjectives  
Homework: grammar drills
- Week 15**
- Class 15.1** Review task.



Review semester contents.

Task: final test preparation.

**Class 15.2** Final exam

### **Course Materials**

Handbook with course materials selected by course instructor for pedagogical purposes.

### **Complementary Readings**

Alonso Raya, Rosario et al. Gramática básica del estudiante de español, Barcelona, Difusión, 2009.

Barrios, Juan Pablo <sup>[SEP]</sup> Mira tú: guía para perderse en Chile, Santiago, Hueders, 1<sup>era</sup> edición, Junio 2014.

Brennan John, Álvaro Taboada: How to survive in the Chilean Jungle, Santiago, Comunicaciones Noreste, 2003.

Hernández, M<sup>a</sup>Pilar Uso del indicativo y del subjuntivo, Madrid, Edelsa, 2016.

Lapesa, Rafael: Historia de la lengua española, Madrid, Gredos, 9<sup>na</sup> edición, 1997.

Montencino, Sonia: "Madres y huachos" en Madres y huachos. Alegorías del mestizaje chileno, Catalonia, Santiago, 4<sup>ta</sup> edición, 2007, pp.43-62.

Rojas, Darío ¿Por qué los chilenos hablamos como hablamos?, Santiago, Uqbar editores, 2015.

Romey, Jared Speaking schileno, Santiago, Ril editores, 1<sup>era</sup> 2010.

Toledo, Sonia et al. Chile, lengua y cultura, Santiago, Ediciones UC, 2011.

### **Films and Documentaries**

Díaz, Jaime: La revolución pingüina, 2006.

Galaz, Cristián: El chacotero sentimental, 1999.

Henríquez, Patricio: Imágenes de una dictadura, 2004.



Wood, Andrés:

Historias de fútbol, 1997.