



## CIEE Santiago, Chile

<b>Course name:</b>	Advanced Spanish Language II
<b>Course number:</b>	SPAN 4002 CSLC
<b>Programs offering course:</b>	Santiago, Chile 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

For students who desire further work on Spanish grammar and structure, this course develops complex aspects of Spanish grammar and syntax through analysis of texts (oral and written), presentations, and short compositions. Specific attention is placed on writing and in giving short oral presentations in class.

### Learning Objectives

Students will be able to,

- Express themselves in spoken and written Spanish, with a nuanced and rich vocabulary.
- Properly use syntax and structure.
- Be able to argue a point of view on abstract subjects in an oral presentation and write a well-constructed and coherent essay on a subject of specific interest.
- Be able to master varied kinds of discourse, including formal and informal language, slang, argumentative and expository language, among others.
- Recognize the variety of Chilean Spanish.

### Course Prerequisites

Intermediate Spanish II or equivalent.

### Methods of Instruction

Sessions will have a communicative focus. In the classroom dialogues, role plays, and conversations will place emphasis on the fostering of student's learning.

In every class, the teacher will provide a slide show about contents of the class, which will be at student's disposal.

Co-curricular activities involve visiting places related to Chilean Culture, so the student will have the opportunity to put into practice the contents studied in classes.

Every class, the students will receive have homework related with topics of the class (including written and practical exercises, readings, short interviews, and other activities).



Every week will be organized with topics to develop an activity task at the end. Also, students will need to take a test and present the weekly project to the rest of the class.

### **Assessment and Final Grade**

1.	Written tests (2):	20%
2.	Oral presentations (3):	20%
3.	Written compositions (4):	20%
4.	Class participation and Homework:	15%
5.	Final Exam:	25%

### **Course Requirements**

#### **Written tests (2):**

There will be 2 written tests. These will consider grammar, vocabulary, reading and listening comprehension, and composition according to the content of the unit.

#### **Oral Presentations (3):**

Students will be required to give 3 presentations which will last 5-7 minutes. These presentations will be evaluated according to fluency, pronunciation, use of grammar according to the content reviewed in classes, appropriate vocabulary and understanding of questions.

#### **Written Compositions (4):**

Students will write four compositions of 600 words each, which will be evaluated considering correct use of grammar reviewed in class, adequate vocabulary and cohesion. Instructions will be given in class by the teacher. No dictionaries or notes will be allowed.

#### **Final Exam:**

The final exam is a comprehensive examination which explore contents and skills reviewed and practiced throughout the course, including grammar, vocabulary, reading and listening comprehension, and composition. An oral section will be included.

### **Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities. Students will need to speak the majority if the



time in Spanish.

**Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short-Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours</i>	<i>Equivalent Number of Open Campus Semester</i>	<i>Minimum Penalty</i>
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<i>Missed</i>	<i>classes</i>	
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; <b>written warning</b>
More than 20%	3 content classes, or 5 language classes	Automatic <b>course failure</b> , and possible expulsion

### Class Schedule

#### **Week 1**

##### Class 1:1

During this class, students will be informed about materials that will be used during the course, the evaluations that will be given, method of instructions, among others details.

Students will introduce themselves talking about likes, dislikes, real and host family, original city, university, career. They need to compare their interests, similarities, differences, etc. with the rest of the class.

There will be a warm up activity, guessing who is.

They will watch a short video about Chile.

- Present tense.
- Expression of opinions.
- Comparisons.



### Class 1:2

During the session, students will discuss about their knowledge about Chile (history, art, society, first impressions, etc.), making comparisons with their own culture.

They will add more information reading a text about cultural aspects of the country and playing a game with traditional Chilean objects.

- Se structure.
- Expression of opinion
- Subjunctive

## **Week 2**

### Class 2:1

Grammar points of this session:

Use of past perfect indicative mode

Revision of general past tenses indicative mode and special cases

Film: "Chacotero sentimental".

Homework: 300 words report about the film

### Class 2:2

Grammar points of the session:

Subjunctive mood

Noun phrases

Subjunctive tense

Topic of the session: main facts about Chilean history

Homework: writing composition about American History, 200 words, using at least 3 times the subjunctive mood.

## **Week 3**

### Class 3:1

Relative adverbs

Subjunctive in adverbial phrases

Guidelines to oral presentation 1

### Class 3:2

Oral presentation 1

Homework: reaction to a classmate presentation in a written piece of 150 words

## **Week 4**

### Class 4:1

First graded written composition



Text types in written press; formal and informal register  
Revision of fixed expressions

Subjunctive mood

Class 4:2

Review of sessions 1-7  
Preparation for test 1

**Week 5**

Class 5:1

Test 1

Documentary "Imágenes de una dictadura".  
Homework: 200 written piece, reaction to the documentary

Class 5:2

Co-curricular activity: Human Rights Museum

**Week 6**

Class 6:1

Defrief of site visit in session 10  
Subjunctive in adverbial phrases  
Listening comprehension activities

Class 6:2

Second graded written composition  
Continuation of the use of subjunctive in adverbial phrases.  
Writing workshop: main mistakes made in the homeworks and first graded written composition  
Homework: preparation for the oral presentation.

**Week 7**

Class 7:1

Oral presentation 2  
Homework: reaction to the presentation in 150 words written piece

Class 7:2

Subjunctive in hypothetical phrases  
Topic: Independence of Chile 19<sup>th</sup> century

**Week 8**

Class 8:1

Summary of subjunctive mood



Topic: Aboriginal peoples in Chile.  
Reading, reflection and debate  
Homework: 300 words report on the topic explored in class

## **Week 9**

### Class 9:1

Revision and use of prepositions, verbs that use preposition  
Topic: Chilean history 20<sup>th</sup> and 21<sup>st</sup> century

### Class 9:2

Review sessions 10 to 16  
Preparation test 2

## **Week 10**

### Class 10:1

Test N° 2  
Film "Historias de fútbol".  
Reading about life of Violeta Parra.

### Class 10:2

Co-curricular activity: Visit Museo Violeta Parra  
Homework: 250 words report about the site visit

## **Week 11**

### Class 11:1

Third graded writing composition  
Revision of connectors, register of use.  
Workshop of composition: progress  
Chilean use of *voseo*  
Reading *Madres y huachos* by Sonia Montecino.

### Class 11:2

Connectors homework revision  
Uses of non-personal forms of verbs

Reading *Construcción de género de sociedad chilena*, reflection and debate

## **Week 12**

### Class 12:1

Grammar point: Future tense in specific cases  
Topic of the session: Chilean music in the last 50 years



Class 12:2

Prefixes and suffixes

Documentary “La revolución pingüina”.

**Week 13**

Class 13:1

Third graded presentation

Class 13:2

Writing composition due

Revision of verbs *gustar* in different tenses, verbs with similar structure and with different pronouns

**Week 14**

Class 14:1

Use of gerund and infinitive

Structures of impersonal speech

Application and consolidation activities

Class 14:2

Use of pronouns and adjectives.

Application and consolidation activities

**Week 15**

Class 15:1

Review of reduplicative constructions.

Overview and discussion of main errors in writing, and error correction strategies

Class 15:2

General overview of contents studied. Homework: preparation for final exam.

**Week 16**

Class 16:1

This is the last session and students take the final exam. This session is also used to reflect on their language learning progression and intends to motivate them to keep learning and improving



their skills in the target language.

### **Course Materials**

***Readings and selections of activities are selected by the course instructor in order to encourage language development in the actual group of students.***

Alonso Raya, Rosario et al.	<b>Gramática básica del estudiante de español</b> , Barcelona, Difusión, 2009.
Barrios, Juan Pablo	<b>Mira tú: guía para perderse en Chile</b> , Santiago, Hueders, 1st Edition, June 2014.
Brennan John, Álvaro Taboada	<b>How to survive in the Chilean Jungle</b> , Santiago, Comunicaciones Noreste, 2003.
Hernández, M <sup>a</sup> Pilar	<b>Uso del indicativo y del subjuntivo</b> , Madrid, Edelsa, 2016.
Rojas, Darío	<b>¿Por qué los chilenos hablamos como hablamos?</b> , Santiago, Uqbar Editores, 2015.
Romey, Jared	<b>Speaking schileno</b> , Santiago, Ril Editores, 1st Edition, 2010.
Sarralde, Constanza et al.	<b>Punto C/ELE</b> , Santiago, Ediciones UC, 2017.
Toledo, Sonia et al.	<b>Chile, lengua y cultura</b> , Santiago, Ediciones UC, 2011.

### **Online Resources**

<https://fundacionneruda.org/>  
<http://www.memoriachilena.cl/>  
<http://www.memoriachilena.cl/602/w3-article-3638.html>  
<http://www.plataformaurbana.cl/archive/2012/05/15/guia-urbana-casa-museo-la-chascona/>  
<http://www.plataformaurbana.cl/archive/2012/06/12/guia-urbana-de-santiago-barrio-bellavista/>  
<https://www.welcomechile.com/santiago/barrio-bellavista.html>