



CIEE Valparaíso, Chile

Course name:	SPANISH LANGUAGE - INTERMEDIATE I
Course number:	SPAN 2001 VACH
Programs offering course:	January
Language of instruction:	Spanish
U.S. semester credits:	3
Contact hours:	45
Term:	January 2020

Course Description

This course is designed for students with two to three semesters of college-level Spanish. The primary objective of this intermediate course is to allow students to achieve maximum communicative competence in the Spanish language and immersion in Chilean life.

Learning Objectives

- By completing this course, students will be able to,
- Understand main points of texts on familiar matters (for example, studies, leisure, etc.)
 - Produce simple connected texts on topics that are familiar or of personal interest.
 - Describe experiences and events, hopes and ambitions, and to give reasons and explanations for opinions and plans.
 - Understand oral discourse if it's spoken slowly and the topics are familiar.
 - Understand the characteristics of Chilean Spanish in different socio-cultural immersion contexts.

Course Prerequisites

Beginning 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.

Students will work with a booklet of original materials specially designed for the course, including written exercises, short texts, visual supports, etc.

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



Every class, the students will receive a 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 to present the weekly project to the rest of the class.

The contents of the course will be available in Canvas, so that the students will be able to access the information related to classes there

Assessment and Final Grade

1. Quizzes (2)	: 15%
2. Oral Presentations (3)	: 15%
3. Written Compositions (3)	: 20%
4. Homework and In-class Participation	: 20 %
5. Final Exam	: 30%
Total	: 100%

Course Requirements

Daily Homework

In every class, students will have homework about a content reviewed during classes, some of which need to be turned in to be checked by the teacher. No extension can be granted.

Quizzes (2)

There will be a brief quiz at the end of the second, first, and second weeks. These quizzes will consider grammar, vocabulary, reading and listening comprehension, and compositions according to the content of the week.

Presentations (3)

Students will be required to give four presentations at the end of the first and second weeks, and also on the fourth day of week three. These presentations will be evaluated according to fluency, pronunciation, use of grammar according to the contents reviewed in classes, appropriate vocabulary and understanding of questions.

Written Compositions (3)

Students will write three compositions of 500 words each, which will be evaluated considering correct use of grammar reviewed in classes, 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 will 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. The written section of the exam will last 90 minutes, whereas the oral section will consist of a brief conversation with each student (or between them), lasting up to 30 minutes from the class.

Participation

Participation is a valued 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 a regular attendance. Students must clearly demonstrate they have engaged with the materials 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 need to speak the majority of the time Spanish. It is expected that the student deliver the assignments in a timely manner, failing to do so will affect the grades of the participant.

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. 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 Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</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; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Module Schedule

Module 1 Orientation Week: Chile in the past

Module Project: Write a biography of a Chilean notorious person of the past.

Week 1

1.1 Present tense, Introduction, Verbs: *gustar - ser - estar*

In the first class, students will be introduced to an overview of the course: materials used, evaluations, site visits, method of instruction, etc. Pronunciation will be explored. Students will introduce themselves talking about likes, dislikes, real and host family, original city, university, career. As a warm up activity, they will play recognizing their classmates.

Material needed for the class: booklet.

Homework: brief composition about themselves.

1.2 Past Tense and imperfect conjugations; Uses of imperfect for descriptions, habits.

Students will briefly research biographies of relevant figures in Chilean History (Eloisa Díaz, Elena Caffarena and Violeta Parra), then they will describe the most important features of their lives, their achievements, etc... Later they will discuss similar figures from the history of their country. Compare how was the context by then in comparison with now.



Material needed for the class: booklet.

Homework: reading about Chilean history.

Week 2

2.1 Uses of imperfect for progressive actions, intentions.

Students will research about the women's suffrage movement. How and when did it happen in different countries in the world? Students will choose 2 countries each to compare dates and main figures participating on the movement. They will have to make a brief presentation describing the context and the events using different past tenses for both situations.

Material needed for the class: booklet.

2.2 Site Visit: Mercado Cardonal

Students will visit Cardonal market, which is a traditional market for fruits and vegetables. Students will be able to find out about traditional forms to sell and buy products, practice with vocabulary for food, numbers, prices, asking for information, etc.

Cardonal's neighborhood, is a place full of nontraditional shops, street trades, etc. Students will be able to practice vocabulary related to shop, description, etc., but also to familiarize with commerce focused as social interaction in Valparaíso, finding out about social differences in the city.

Material needed for the class: personal flashcards about business vocabulary

Homework: Prepare for a quiz

Class assignment: First composition: instructions will be given by the teacher right before the activity.

2.3 Student presentations & Quiz

Class Assignment: During this session, students will present their own projects for the week. Also, they will have a quiz about last contents.

Module 2 Cultural life and tourist places in Valparaíso.

Module Project: Making a slideshow recommending cultural activities in Valparaíso.

2.4 Comparative/superlative forms; Conditional form; Se impersonal structure

Students will talk about their knowledge about Valparaíso, relating and comparing it to their own hometown. They will practice describing aspects of the city that are interesting to them, as visitors. They will also plan activities to recommend other potential visitors and will explain why those are good ideas. They will have to recommend and refuse/accept invitations. Also, they will play discovering places with the description of activities/actions possible to do in there.

Material needed for the class: booklet.

Homework: make flash cards with adjectives (at least 20). Students need to take them for the first site visit.

Second composition: instructions will be given right before the activity.



2.5 Site Visit: Museo a Cielo Abierto

Students will visit the Museo a Cielo Abierto in Bellavista hill, which consists of a series of murals, some of them painted by very renowned artists embedded in a very central hill in Valparaíso. The students will have to take pictures and take notes in order to be able to describe their favorite mural and explain why they like them. They will have to be able to explain approximately where is located the mural and describe the experience of visiting the site. They will also have to look for different art forms which they can relate to their favorite mural and explain why they find similarities between them.

Material needed for the class: list of questions.

2.6 Conditional form; Uses of *ya que, porque, a causa de*, etc.; Descriptions; Imperative form

Students will make a list with recommendations for tourists in their first time in Valparaíso, justifying their decisions. To improve their knowledge about Valparaíso, they will watch a video of the city.

Homework: Practical exercises.

Material needed for the class: booklet.

2.7 Conditional form; Resources to express courtesy; Conjugation of present tense of subjunctive

Students will practice forms to complain doing role-plays in a travel agency. They also will think about what kind of things they would recommend to do/not do to another tourist in Valparaíso or Chile.

Material needed for the class: booklet.

Homework: preparation of presentation and quiz.

Week 3

3.1 Student presentations & Quiz

Class assignment: During this session, students will present their own projects for the week. Also, they will have a quiz about last contents.

Module 3 Your plans

Module Project: Write a journal.

3.2 Present perfect tense (conjugation and uses in Chile); Use of subjunctive with verbs that express emotions.

Students will reflect about the service in Valparaíso, talking about their own experience, and making comparisons with the experience of the rest of the classmates. They also will think about service in the United States in comparison to Chile. They will do a role-play buying souvenirs. Do a list of things regarding service that you like/dislike/enjoy, etc.



Material needed for the class: booklet.

Homework: preparation of presentation and quiz.

Class Assignment: Third composition: instructions will be given right before the activity.

3.3 Future tense; Justifications.

Students will create a list of things they still want to do before leaving Valparaíso. They will share the list to the rest of the class making comparisons. They will do a role-play making plans with friends for their last days in Chile.

Material needed for the class: booklet.

Homework: create a set of flashcards (at least 10 more) with vocabulary and concepts learned during their time in Valparaíso. Students need to take them to the site visit.

3.4 Site Visit: Immigrants.

Students will gather with a group of immigrants that are currently living in Chile. Together will have a sort of potlatch where the participants will talk about their relationship with their food, their recipes, the ingredients, etc...

Material needed for the class: add personal flashcards of the new vocabulary learned during the site visit.

Homework: Prepare for quiz and presentation.

3.5 Student Presentations & Quiz

During the session, the students will have a brief quiz, and then will show their presentations and, after that, the instructor will review of all the contents of the course, clearing out some questions and doubts of the students. The student will also share their perceptions on their last visit.

Material needed for the class: booklet.

3.6 Last Exam

Class Assignment: During the last session, students will take the last exam about all of the contents of the course.

The final exam is a comprehensive examination which will 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.

Course Materials

Readings

Moscas, Historias de Crímenes Internos, by Alejandro Banda.

News and extracts from different media (Newspapers, online news sites, etc.)



Suggested Readings:

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

Online Resources

https://es.wikipedia.org/wiki/Mercado_Cardonal

https://www.tripadvisor.cl/Attraction_Review-g294306-d4941038-Reviews-Mercado_El_Cardonal-Valparaiso_Valparaiso_Region.html

<http://www.elcardonal.cl/ofertas.html>

<https://fundacionneruda.org/en/museums-houses/la-sebastiana-museum-house/>

<http://www.memoriachilena.cl/>

https://www.tripadvisor.cl/Attraction_Review-g294306-d5400389-Reviews-Museo_a_Cielo_Abierto-Valparaiso_Valparaiso_Region.html

<https://www.enterreno.com/blogs/mejores-30-fotos-del-valparaiso-antiguo>