



CIEE Valparaíso, Chile

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| Course name: | Spanish Language – Advanced I |
| Course number: | SPAN 3001 VALP |
| Programs offering course: | Liberal Arts |
| Language of instruction: | Spanish |
| U.S. semester credits: | 3 |
| Contact hours: | 45 |
| Term: | Spring 2020 |

Course Description

Designed for advanced students with a strong background in Spanish language, this course places special emphasis on complex aspects of grammar, such as the subjunctive and conditional moods. Students also learn how to handle different registers or styles of Spanish (for example, formal and informal) necessary to communicate effectively in all types of cultural situations. The course covers all four modalities: reading, writing, listening, and speaking.

Learning Objectives

By completing this course, students will be able to,

- Express ideas fluently.
- Use language for social, academic and professional purposes.
- Produce clear, well-structured, detailed and cohesive texts on a variety of complex subjects using correctly connectors.
- Understand the characteristics of Chilean Spanish in different socio-cultural immersion contexts

Course Prerequisites

Intermediate II or equivalent.

Methods of Instruction

These classes are designed in three modules. Each one of them concentrates on improving certain abilities. The first module will focus on prompting in students the contact with the community



and their cultural environment. During this period, students are required to visit places, take pictures, interview people, etc. The second module will highly concentrate in written production. To improve written production, the students will be producing composition on a diverse array of subjects. At the end of these modules the student will collectively be produced a magazine with the contents of their texts. And, in the third module, students will be required to produce a micro-documentary, for which they will be constantly researching, reading and interviewing people on different matters and conflicts existing in the city. All of the above with a constant delivery from the teacher of grammatical contents that will help them improve their knowledge in the language. For communicating, delivering assignments, and such, Canvas will be the platform to use.

Assessment and Final Grade

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| 1. Quizzes (3) | : 20% |
| 2. Projects (3) | : 20% |
| 3. Written Compositions () | : 20% |
| 4. HomeWorks and In-class Participation | : 20% |
| 5. Final Exam | : 20% |
| 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 (3)

There will be a brief quiz at the end of each module. These quizzes will consider grammar, vocabulary and reading comprehension, and compositions according to the content to be reviewed.



Projects (3)

Students will work, individual and in groups, to create projects that will be presented at the end of each module. Each project is designed to assess different abilities: An individual presentation, a collective magazine and a micro-documentary (in groups).

Written Compositions (6)

Students will write six compositions of up to 500 words each, which will be evaluated considering correct use of grammar reviewed in classes, adequate vocabulary and cohesion. These compositions are concentrated on the second module, after classes 6.1 / 6.2 / 7.2 / 8.1 / 8.2 and 9.1

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.

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. Students should actively use Canvas platform when required. 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 always 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. 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> |
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| 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 |



Weekly Schedule

Module I Being other

Project Present a video on a person of your interest.

Week 1

1.1 Welcome

Students will introduce themselves and will express their expectation on the course. They will talk about they have observed so far, etc. During this class they will also learn about the methodology of the course. The concept of synthetic versus analytic will be discussed, as well as some aspects of Chilean Spanish.

Homework: Record a brief interview and transcribe it.

1.2 Interviews. Aspect

Students will learn about grammatical aspect in Spanish and how it expresses it on diverse past tenses: *Indefinido* and *imperfecto*). During class the transcriptions and audios of the recordings will be used to exemplify.

Homework: Take three pictures of words on the street.

Week 2

2.1 Images from the city. Stative verbs

Students will learn about the use of both past tenses, in the case of stative verbs, such as *tener*, *querer*, *poder*, etc. During the class, the students will present their pictures and explain where they were when they took it and the meaning of the word.

Homework: Find an old picture of Valparaíso. Take a picture of the place now. Interview someone that works/live/uses the place.

Reading: Bonsai, Alejandro Zambra



2.2 What you see and where you are

Students will learn and practice uses of *ser* and *estar* with different adjectives, as well as grammatical uses. Students will present their pictures and discuss about their places and interviewees

Homework: Find out about the minimum wage and look for a place you could rent with that money.

Week 3

3.1 Minimum wage. Uses of *se*.

Students will learn about the uses of pronouns, such as *se*- They will also practice and identify different uses in different cases. During class we will discuss about the minimum wage and what can be spent on, in Valparaíso

Homework: Interview the oldest person you know. Transcribe.

3.2 How old were you when... Future and others displaced uses of tenses.

Students will learn about displaced uses of tenses in Spanish, such as future as a conjecture in present, the use of historical present, and so on. We will also review the interviews and discuss on our own memory and experiences.

Homework: Choose a historical event in Chilean History and research.

Week 4

4.1 Chile and the past. Conditional

Students will learn about the uses of conditional tense and they will practice their uses. Also, they will present the historical event from Chile they chose, and they will explain it to the class.

Homework: Interview someone you believe is the most different from you.

Reading: *Chilenas Rebeldes*, María José Cumplido

4.2 Who are you? Non-conjugated forms.



Students will learn about the uses of non-conjugated forms in Spanish. They will practice their uses and learn how to replace structures by using this verb forms. They will also present their interviews and analyze the speech.

Homework: Prepare for quiz

Week 5

5.1 Preparing the project

Students will have time to prepare their presentations for the next class. They will also have the opportunity of asking about subjects that need clarification. There will be a quiz this class.

Homework: Prepare for the presentation.

5.2 Presenting the project

Students will present their projects to the classmates.

Homework: Choose and study a piece of news of your interest.

Module II Places and things around me.

Project Create a magazine with the collective effort of the class.

Week 6

6.1 What's in the news? Writing best practices in Spanish.

Students will learn about best practices while writing in Spanish: recurrence, coherence, etc...

They will also share with the class the piece of news they chose from the homework, in order to prompt discussion and analysis.

Homework: Write a brief composition on your favorite place in Valparaíso. Bring pictures and/or videos of the place.

Reading: A piece of news from a local paper.

6.2 My favorite place. Connectors I



Students will learn about the importance and use of connectors. Categories and uses of connectors will be presented. Also, students will talk about their favorite place in Valparaíso. Homework: Students will write a brief review of a cultural activity/place that they have assisted in Valparaíso.

Week 7

7.1 What to do? I can tell you! Connectors II

Students will continue learning about the use of connectors. During class, some examples of reviews will be analyzed and discuss about the uses of this structures.

Homework: Look for a poem (or a fragment) in Spanish that you enjoy.

7.2 Poetry: Rythm and Rhyme. Relative pronouns.

During this class we will review some aspects related to aesthetic and language, using poetry, patterns, rhyme and rhythm as elements to analyze. Students will also learn about relative pronouns and their usage.

Homework: Write a brief review on a restaurant that you have gone, or a place where you have tasted the most delicious food during your stay.

Reading: Stella Díaz Varín, Obra Reunida

Week 8

8.1 Hungry in the city. Prepositions I

Students will learn about prepositions and some of their uses. We will discuss about verbs and expressions normally associated to specific prepositions.

Homework: Write a brief composition regarding some conflict that you might have observed in Valparaíso, or Chile, in general.

8.2 Conflicts. Prepositions II

Students will continue learning and practicing other prepositional uses. They will also present the conflict that they have studied since last class. They will expand on their subject, analyze and discuss.



Homework: Write a brief composition regarding how you believe diversity is perceived in Chile.

Week 9

9.1 Diversity around me. Prepositions III

Students will learn about prepositions and its usage in idiomatic phrases. We will also discuss on diversity and check some of the compositions.

Homework: Write a brief composition about your favorite spot in Valparaíso. Describe. Present arguments. Include images or video.

9.2 My favorite spot. Passive voice I

Students will learn about passive voice, its use and structures. They will also present images about their favorite places in Valparaíso. During this class there will be a summary of contents and reviewing some doubts the students might have

Homework: Prepare for quiz.

Week 10

10.1 Quiz

Students will have a quiz for this class. They will also spend time working on the project of the module under supervision of the teacher.

Homework: Prepare for the project.

10.2 Project

Students will present the magazine and share the ideas behind their decisions.

Homework: Research about a conflict that affects people of Valparaíso, or the surrounding area: fires, garbage dumps, alcoholism, gentrification, LGBT+phobia, etc.

Module III What can I do? What can be done?.

Project Create a micro-documentary on a subject that I identify in the city. .



Week 11

11.1 Something has to be done! Periphrases I

Students will discuss in classes about the subjects of their research during this module. During this class we will also learn about periphrases and their usage.

Homework: Create a map with the tasks you must carry out to make a micro-documentary. Work in groups.

Reading: Género y cohesión social: África e Iberoamérica, Judith Asterraga.

11.2 Planning the route! Periphrases II

Students will discuss their planning for the project. They will also continue studying different types of periphrases and the verbs and prepositions usually associated to them: Modal periphrases and aspectual periphrases and their categories.

Homework: Interview someone regarding gentrification.

Week 12

12.1 Garbage. Subjunctive (Intro) I

Students will learn about subjunctive mood. During the class we will see the different types of structures that require this mood. Also, we will listen and analyze the interviews and identify the use of subjunctive there.

Homework: Students will interview and research about fires in Valparaíso.

Homework: Interview people regarding the garbage problem in Valparaíso.

12.2 Site visit: Persa el Belloto.

During this class, we will be visiting Persa el Belloto, a huge interesting flea market in Quilpué, 30 minutes away from Valparaíso.

Week 13

13.1 Fire! Subjunctive II: Noun clause and Relative clause



We will review in this class the noun clause as a part of the use of subjunctive, along with the verbs associated to his use. During the class, we will also check the material brought to class regarding fires in Valparaíso.

Homework: Research about immigration. Interview.

13.2 The community fights back. Subjunctive III: Adverbial Clause/ If Clauses

During this class, we will be discussing about the findings made by the students in their interviews.

We will also learn the final part of the material concerning the subjunctive.

Homework: What is Fonasa? Isapre? AFP? Research and interview.

Week 14

14.1 Pensions, healthcare, education. Summary of contents.

During this class we will be learning about pensions, healthcare an education system in Chile. How is it similar or different from your country? We will also make a summary of the contents of the course.

Homework: Research about “Sacrifice areas” in this region. Interview.

14.2 Sacrifice areas: Ventanas. Quiz.

We will discuss around the findings of the students on “sacrifice zones”, such as Ventanas, Puchuncaví. There will also be a Quiz this class.

Homework: Prepare for the final exam

Week 15

15.1 Final Exam.

During this class, there will be an exam that will take into account contents from 3 modules. There will be a written, and an oral part of the test.

Homework: Prepare for the project



15.2 Present project

Students will present their final project during the class.

Site Visit Description:

Persa El Belloto is a big flea market where there are a huge amount of items to buy. By visiting this place, the students will be in contact with a boiling pan of micro-transactions that are enveloped in the cultural tissue that is part of our idiosyncrasy. Tons of vocabulary, food, accent make from this place an intense adventure to improve our relationship with this culture.

Mandatory Readings:

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|--------------------|---|
| | Astelarra, Judith (coord.) Género y cohesión social: África e Iberoamérica . Madrid, FIIAPP, 2010 |
| | Cumplido, María José Chilenas Rebeldes , Santiago, Montén, 2018 |
| | Rodolfo ,Vivanco La apasionante forma de hablar de los chilenos (Unpublished), Universidad de Playa Ancha, Valparaíso 2014 |
| Varín, Stella Díaz | Obra reunida , Santiago, Editorial Cuarto Propio, 2013 |
| Zambra, Alejandro | Bonsai , Santiago, Anagrama, 2006 |

Suggested Readings:

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|---|--|
| Alonso Raya, Rosario et al. | Gramática básica del estudiante de español , Barcelona, Difusión, 2009. |
| Barrios, Juan Pablo ^[1] _{SEP} | 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^aPilar

Rojas, Darío

Romey, Jared

Sarralde, Constanza et al.

Toledo, Sonia et al.

Uso del indicativo y del subjuntivo, Madrid, Edelsa, 2016.

¿Por qué los chilenos hablamos como hablamos?, Santiago, Uqbar Editores, 2015.

Speaking schileno, Santiago, Ril Editores, 1st Edition, 2010.

Punto C/ELE, Santiago, Ediciones UC, 2017.

Chile, lengua y cultura, Santiago, Ediciones UC, 2011.

Other sources

Local newspapers, magazines and other textual sources.