



## **CIEE Global Institute - Santiago, Chile**

<b>Course name:</b>	Spanish Language – Beginning I
<b>Course number:</b>	SPAN 1001 STCH
<b>Programs offering course:</b>	Santiago de Chile Global Internship/ Open Campus
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Spring 2019

### **Course Description**

This course is for students with little or no previous Spanish instruction and seeks to provide a basic repertoire of linguistic elements and sufficient vocabulary to meet these communicative goals. Students should be able to use some simple grammatical structures and in general be able to pronounce in a clear, comprehensible way. By the end of this course, students are able to communicate when carrying out everyday tasks, understand phrases and expressions of common use, and describe aspects of their own past as well as issues related to their most immediate needs.

### **Learning Objectives**

At the end of the course, students will be able,

- To introduce themselves, ask and answer about personal details.
- To produce oral and written texts grammatically, discursively and contextually adequate.
- To recognize the characteristics of Chilean Spanish.
- To engage in basic communicative situations.

### **Course Prerequisites**

None

### **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 homework related with topics of the class (including



written and practical exercises, readings, short interviews, and other activities). Every week will be organized around different topics so students can develop an activity at the end of each week. Also, students will take a test and present weekly project to the rest of the class.

### **Assessment and Final Grade**

1.	Quizzes (4)	:	20%
2.	Presentations (4)	:	20%
3.	Written Compositions (4)	:	20%
4.	Homework and In-Class Participation	:	20%
5.	Final Exam	:	20%
	TOTAL	:	100%

### **Course Requirements**

#### **Daily Homework**

Every class, students will have homework assignments about the content reviewed during classes, some of which will be turned in to be checked by the teacher, other will be revised during class. No extensions will be granted.

#### **Quizzes (4)**

There will be brief quizzes at the end of the second, third, fourth and fifth weeks. These quizzes will consider grammar, vocabulary, reading and listening comprehension, and composition according to the content of the week.

#### **Presentations (4)**

Students are required to give a presentation at the end of the second, third, fourth and fifth week. 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 of the rest of the class.

#### **Written Compositions**

During class time, students will write 4 compositions of 375 words each, which will be evaluated considering correct use of grammar contents reviewed in classes, adequate vocabulary and cohesion. Instructions will be given in classes by the teacher. No dictionaries or notes will be allowed.

#### **Final Exam**



The final exam will be 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 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 be expected to speak the majority of 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 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; <b>written warning</b>
More than 20%	3 content classes, or 5 language classes	Automatic <b>course failure</b> , and possible expulsion

### Weekly Schedule

**Week 1**      Orientation Week

Class 1:1                      Who are you? How can I say something in Spanish?  
In this 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 do a personal introduction and they will learn how to ask personal questions to the rest of the class. They will practice doing brief role-plays. Also, they will be introduced to basic questions inside the classroom to promote speaking in Spanish.

**Contents:**

- Spanish alphabet, pronunciation.
- Basic phrases for the class: What does ... mean? How do you say ... in Spanish? Can you repeat? etc.
- Personal introduction.



- Gender and number of nouns, adjectives and articles.

**Material needed for the class:** booklet.

**Homework:** composition of a short dialogue between two students.

### Class 1:2

Students will start to express actions in present tense. Also, they will learn adjectives to characterize people and they will be introduced to useful vocabulary for objects and places. They will practice with games to consolidate content learned.

**Contents:**

- Conjugation of present tense.
- Uses of verb *ser*: Physical and internal features of people, origin, occupation.
- Numbers: 0-100.
- Some basic vocabulary: family, objects of the classroom, rooms in the house.

**Material needed for the class:** booklet.

**Homeworks:** description of a relative or a friend. Short reading about Chilean people.

### Class 1:3

Students will learn location playing with hidden objects in the classroom, discovering famous places in the world. They also will read a brief text about traditional places in Santiago.

Students will learn to express how they feel in the moment using the verb *estar*.

**Contents:**

- Where is something located? How do I feel today?
- Uses of verb *estar*: Location, states.
- Directions: preposition of place.
- Conjugation of present tense: verbs ending in *-uir*, *-ger*, *-gir*, irregular in first person.

**Material needed for the class:** booklet.

**Homework:** practical exercises.

**Class assignments:** First composition N° 1: instructions will be given by the teacher right before the activity.

### **Week 2**

What are people doing in Santiago?

**Week Project:** Create a slide show describing activities and people in Santiago.



### Class 2:1

Students will learn how to point objects considering distance. Also, they will learn how to express progressive actions. They will continue learning how to express actions in the present with stem-changing verbs. Finally, they will learn some uses of verb *tener*, practicing with dialogues including vocabulary for food.

**Contents:**

- Progressive actions: present progressive tense (*estar* + gerundio)
- Demonstrative pronouns and adjectives.
- Conjugation of present tense: stem-changing verbs (e>ie, o>ue, e>i).
- Conjugation of present tense of verb *tener* (some idioms).
- Vocabulary for food.

**Material needed for the class:** booklet.

**Homework:** flashcards with adjectives (at least 20) and preposition of place (at least 10). Students need to take them to the first site visit.

### Class 2:2

Students will visit Museo Abierto de San Miguel, which is an open museum of graffiti in the South part of Santiago. Students will practice description using adjectives, preposition of place, uses of verbs *ser* and *estar*, among others. Also they will be in contact with non official art, which represents some aspects of Chilean culture. Besides, students will have the opportunity to recognize a different part of Santiago, since the place is out of official touristic circuit.

**Material needed for the class:** personal flash cards set.

**Homework:** preparation for presentation and quiz.

### Class 2:3

**Class assignment:** During this session, students will present their own projects for the week.

Also, they will have a quiz about last contents.

### **Week 3**

Do you like Santiago?

**Week Project:** Create a slide show.



### Class 3:1

Students will express likes/dislikes talking about their experience in Santiago. Also, they will learn how to express immediate future actions with the structure *ir+a+infinitive*.

**Contents:**

- Verb *gustar*: like and dislikes.
- Conjugation of verb *ir*.
- *Ir + a + infinitive*.

**Material needed for the class:** booklet.

**Homework:** short reading about Chilean food.

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

### Class 3:2

Students will practice in practical situations like shopping, learning some culture clues about Chile. They also will learn appropriate vocabulary. Students will talk about their daily routines using reflexive structures.

Finally, they will compose brief dialogues using some informal Chileanisms.

**Contents:**

- Clothes: how to buy/describe them. Colors. Stores in Chile.
- Irregular verbs in present tense: *ir, tener, ser, estar, venir, oír, decir*. Summary of conjugations in present tense.
- Daily actions: reflexive verbs of routine.
- Chilean accent: list of some Chileanisms.
- Comparisons: similarities and differences between Chile and the United States.

**Material needed for the class:** booklet.

**Homework:** preparation for presentation and quiz.

### Class 3:3

**Class assignment:** During this session, students will present their own projects for the week.

Also, they will have a quiz about last contents.

### **Week 4**

Chile in the past

**Week Project:** Write a brief biography about yourself.



#### Class 4:1

Students will express past actions learning the conjugation of regular verbs in past tense.

Also, they will learn how to express emotions, feelings, pains using verbs like *doler*, *agradar*, *molestar*, and learning different parts of the body as well. They will play dialogues at a doctor office.

They will be expected to talk about their experience in Chile using this structure.

Finally they will express different forms of negation.

Contents:

- Speaking about the past: some expressions of time. Conjugation of regular verbs in past tense.
- *Doler*, *agradar*, *molestar*, *cargar*, etc.: verbs with the same structure of *gustar*.
- Parts of the body, pains, etc.
- Expression of negation: indefinite and negative words.

**Material needed for the class:** booklet.

**Homework:** reading of recent history in Chile.

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

#### Class 4:2

Students will visit Museo de la Memoria, which is a place dedicated to save the memory about last dictatorship in Chile. Students are expected to reflect on this period in Chile and to find out about the principal reasons of the event. They will need to practice with past tense and to create different sequence of events.

Also, they will visit Parque Quinta Normal, a place with museums about Chilean art, science and history. Students will use their skills to refer about the past, describe places, art and to explore some general aspects about natural diversity of Chile.

**Homework:** preparation for presentation and quiz.

#### Class 4:3

**Class assignment:** During this session, students will present their own projects



for the week. Also, they will have a quiz about last contents.

## **Week 5**

What do you know about famous Chilean people of the past?

**Week Project:** Create a slide show about a famous Chilean people of the past.

### Class 5:1

Students will continue learning how to express past actions using some irregular verbs, playing games like discovering the murder.

Also they will learn how to express some ideas in a more specific way.

Contents:

- Some irregular verbs in preterit (*ir, ser, tener*). Spelling irregular verbs; stem-changing verbs (e>i, o>ue).
- Some verbal periphrases: *acabar de* + infinitive; *estar por* + infinitive; *dejar de* + infinitive; *volver a* + infinitive; *empezar a* + infinitive.

**Material needed for the class:** booklet.

**Homework:** conjugation exercises. Reading of Violeta Parra's biography.

**Class Assignment:** Fourth composition: instructions will be given by the teacher right before the activity.

### Class 5:2

Students will visit Violeta Parra Museum, which is a museum dedicated to honor Violeta Parra's life and work. Violeta Parra is one of the most important artists of Chile and Latin America of the 20<sup>th</sup> century.

Students will have the opportunity to find out about her life and to know a place of cultural interest in Santiago. Also, they will practice descriptions and uses of past tense.

Afterwards, they will walk to Bellavista neighbourhood, a place related to Chilean culture and art, full of pubs, restaurants, handcraft stores, theaters, concert halls, etc. Students will discover an historical place of the Chilean culture scene.

**Homework:** preparation of presentation and quiz.

### Class 5:3

**Class assignment:** During this session, students will present their own projects for the week.

Also, they will have a quiz about last contents.



**Week 6** Summary of your experience in Santiago

Class 6:1

Students will talk about their experience in Chile using forms with verb *gustar* and practicing with past tense. They will refer about their future plans after the course.

They also will think about cultural differences between Chile and the United States playing role-plays (for example, hanging out in a party).

Content:

- Verb *gustar*
- Preterit

**Homework:** studying contents of the course to formulate at least 3 questions next class.

Class 6:2

During the session, the instructor will review of all the contents of the course, clearing out some questions and doubts of the students.

**Material needed for the class:** booklet.

Class 6:3

**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.

**Site visit description:**

**Site visit 1:**

Museo abierto de San Miguel, which is an open museum of graffiti in the South part of Santiago. Students will practice description using adjectives, preposition of place, uses of verbs *ser* and *estar*, among others. Also they will be in contact with non official art, which represents some aspects of Chilean culture. Besides, students will have the opportunity to recognize a different part of Santiago, since the place is out of official touristic circuit.

**Site Visit 2:**

Museo de la Memoria is a museum dedicated to save the memory about last dictatorship in Chile. Students expected to reflect on this period in Chile and to find out about the principal reasons of the event. They will need to practice with preterit and to make some sequence of events. Parque Quinta Normal is a place with museums about Chilean art, science and history. Students will use their skills to refer about the past, describe places, art and to explore some general aspects about natural diversity of Chile.

**Site Visit 3:**

Violeta Parra Museum, which is a museum dedicated to honor Violeta Parra's life and work. Violeta Parra in one of the most important artist of Chile and Latin America of 20<sup>th</sup> century. Students will have the opportunity to find out about her life and to know a place of cultural interest in Santiago. Also, they will practice descriptions and uses of preterit. Bellavista neighbourhood, a place relate to Chilean culture and art, full of pubs, restaurants, handcraft stores, theaters, concert halls, etc. Students will discover an historical place of the Chilean culture scene.



### **Readings**

All of the reading will be included in the booklet given to the students at the beginning of the course.

### **Suggested Readings:**

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.
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.

### **Online Resources**

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

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

<https://ww3.museodelamemoria.cl/>

<http://www.plataformaurbana.cl/archive/2012/12/11/guia-urbana-de-santiago-parque-quinta-normal/>

<http://www.plataformaurbana.cl/archive/2012/08/14/guia-urbana-de-santiago-museo-a-cielo-abierto-en-san-miguel/>

<http://www.plataformaurbana.cl/archive/2012/06/12/guia-urbana-de-santiago-barrio-bellavista/>