



CIEE Global Institute - Santiago, Chile

Course name:	Spanish Language – Beginning II
Course number:	SPAN 1002 STCH
Programs offering course:	Open Campus
Language of instruction:	Spanish
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2019

Course Description

This course uses a communicative approach, focusing on what students can do with the language as much as what they know about the language. By the end of this course, students understand the principle points of clear texts and writings in standard language; knows how to describe in the past and to exchange information about daily routines, experiences, likes and interests. The linguistic elements and vocabulary that are taught prepare students to deal with frequent topics and daily situations.

Learning Objectives

- Understand different types of authentic oral and written texts according to a beginning level.
- Produce oral and written texts that are grammatically, discursively and contextually adequate.
- Talk about past events.
- Engage in basic communicative situations.
- Recognize the characteristics of Chilean Spanish.

Course Prerequisites

Beginning Spanish I or equivalent.

Methods of Instruction

Sessions will have a communicative focus. In the classroom dialogues, role plays, and conversations will emphasis 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 the students disposal.



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

Every week will be organized with topics to develop a project at the end.. Also, students will take a test and present the 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 content reviewed during classes, some of which need to be turned in to be checked by the teacher. No extension can be granted.

Quizzes (4)

There will be four brief quizzes, which will consider grammar, vocabulary, reading and listening comprehension, and composition held at the end of certain weeks in the schedule. Students will be notified.

Presentations (4)

Students will be required to give four presentations which 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 (4)

Students will write 4 compositions of 375 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 will be 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 are expected to speak 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; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

Week 1 Orientation Week

Class 1:1 Introduction to class and **Speaking About Ourselves.**

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.

Students will make comparisons about Chile and their own country/city. Also, they will need to talk about expectations of their stay in Chile and of the Spanish course.

As a warm up activity, they will play recognizing their classmates.

Contents:

- Present tense
- Verb *gustar*
- Descriptions
- Comparative form



Material needed for the class: booklet.

Homework: brief composition about the neighbourhood of the host family in Santiago.

Class 1:2

Students will describe their host families and their families in the United States. They will talk about their interactions, traditions, thinking about the differences between them and also comparing the situation with their classmates.

Content:

- Present tense.
- Adjectives.
- Comparative form.
- Review of basic vocabulary.

Material needed for the class: booklet.

Homework: interview your host family (questions about origin, likes and dislikes, extended family, experience with ex-change students, etc.)

Class 1:3

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

Students will talk about the most important people in their life, reflecting about why they are important, and describing them physically and internally.

Also they will think about the reasons to be in Chile. They will talk about their knowledge of the country, making comparisons with the United States.

Finally, they will play a vocabulary game of categories.

Contents:

- Present tense
- Adjectives
- Comparative form
- Location
- Review of numbers (number of inhabitants, for example).

Material needed for the class: booklet.

Homework: reading about Chile.



Week 2 Hobbies and places. Chile and its culture

Week Project: Make a slide show.

Class 2:1

Students will talk about places their hobbies and activities during free time. They also will think about different likes/dislikes depending on different ages making comparisons, and considering places that they would recommend in the United States. Afterwards, they will find out about places like this in Santiago and thinking about possible activities possible to do in Santiago, reading a text about it.

As a practical exercise, they will design a brochure of Santiago.

Contents:

- Future tense *ir+a+infinitive*
- Uses of verb *gustar*
- Uses of verbs *gustar, recomendar*
- Descriptions of places, hobbies.
- Vocabulary of hobbies, sports.
- Imperative

Material needed for the class: booklet.

Homework: make a set of flash cards with adjectives (at least 20). Students need to bring them to the site visit.

Class 2:2

Students will visit Bellavista, Loreto and Bellas Artes neighbourhoods, which are places related to Chilean culture and art. Besides, the visit will include Municipal Theatre and GAM, two places for plays, concerts and different art expressions. Students will know about some general aspects of Chilean culture and art. Also, they will develop describing skills, express likes/dislikes, etc.

Material: personal set of flashcards.

Homework: preparation 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 Food and meals in Santiago

Week Project: Write a composition about habits related to food in Chile.

Class 3:1

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

Students will talk about their experience with Chilean food, making comparisons with traditions, ingredients, flavors, etc. between Chile and their own country.

They will practice vocabulary and some traditions doing a role-play at a restaurant.

Contents:

- Vocabulary of food, meals.
- Some Chileanisms.
- Uses of verb *gustar*.

Material needed for the class: booklet.

Homework: recipe of typical meal in the United States.

Class 3:2

Students will reflect about their experience with meals and food with their host families, finding forms to complain politely about dislikes, or special diets. They will practice the same situation in a restaurant.

They also will talk about the supplies at a supermarket in Chile, comparing with American supermarkets. and practicing with different kind of measures or quantities.

To consolidate vocabulary, students will play a word game with categories, and a grocery bingo.

Contents:

- Polite expressions
- Conditional form
- General aspects about Chilean habits regarding meals
- Chileanisms relate to meals and food
- Vocabulary of groceries
- Practicing numbers, prices, quantities



- Verbs related to shopping in a supermarket (*comprar, pesar, sacar, escoger/elegir, pagar, pedir, etc.*)

Material needed for the class: booklet.

Homework: preparation for presentation and quiz.

Class 3:3

During this session, students will present their own projects for the week.

Also, they will have a quiz about last contents.

Homework: add flashcards to the previous set (at least 10 more cards)

Week 4

Chile in the past

Week Project: Write a biography about a famous Chilean person.

Class 4:1

Students will visit General Cemetery, the largest cemetery of Santiago, located in the North of the city, a traditional and antique neighbourhood of the Santiago.

Students will learn something about Chilean history while visiting mausoleums of notorious Chilean people. Also, they will notice differences of Chilean culture through the concept of death. Besides, students will visit places inside the cemetery relate to the last dictatorship.

Material needed for the class: personal flash cards set.

Homework: brief composition about the experience of the site visit.

Class 4:2

Students will share their experiences about the last site visit.

They will express sequence of actions in the past using preterite of regular and irregular verbs.

Students will be introduced to narrations using imperfect tense. They will learn how to talk about funny stories, embarrassed situation, etc.

They will read a biography of a notorious Chilean person.

Contents:

- Preterite tense: review of conjugation of regular and irregular verbs.
- Some expressions of time.
- Imperfect tense: review of conjugation of regular and irregular verbs.
- Resources for narrations.



Material needed for the class: booklet.

Homework: preparation of presentation and quiz.

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

Class 4:3

During this session, students will present their own projects for the week.

Also, they will have a quiz about last contents.

Week 5

Speaking about the future

Week Project: Record a video about your plans during your last days in Chile.

Class 5:1

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.

Class 5:2

Students will express future actions using future tense with sentences about projects, promises, etc.

They will practice writing a horoscope about their classmates.

- Future tense
- Some verbal periphrases: *ir a* + infinitive; *querer* + infinitive; *gustaría* + infinitive
- Contrast *going to* future/simple future
- Some expressions of time.

Material needed for the class: booklet.

Homework: preparation for presentation and quiz.

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



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

Week Project: Create a brochure for future students.

Class 6:1

Students will summary their experiences in Santiago speaking about their stories, likes/dislikes, etc. Make a list about your likes/dislikes about Santiago and Chile.

They also think about them in the future, for example, in 20 more years, and how the experience in Chile could influence their life.

Students will do a role-play hanging out with friends in a party, focusing in differences between Chile and the United States.

Contents:

- Narrations (preterit and imperfect)
- Verb *gustar/cargar/molestar/molestar*, etc.
- Present tense

Material needed for the class: booklet.

Homework: revision of contents during the course. Formulate at least 3 questions.

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:

Bellavista, Loreto and Bellas Artes neighbourhoods, which are places related to Chilean culture and art. Besides, the visit will include Municipal Theatre and GAM, two places for plays, concerts and different art expressions. Students will know about some general aspects of Chilean culture and art. Also, they will develop describing skills, express likes/dislikes, etc.

Site Visit 2:

General cemetery the largest cemetery of Santiago, located in the North of Santiago, a traditional and antique neighbourhood of the city.

Students will learn something about Chilean history while visiting mausoleums of notorious Chilean people. Also, they will notice differences of Chilean culture through the concept of death. Besides, students will visit places inside the cemetery related to the last dictatorship.

Site Visit 3:

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.

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.

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.



Rojas, Darío

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

Romey, Jared

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

Online Resources

www.cementeriogeneral.cl

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

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

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

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

<http://www.plataformaurbana.cl/archive/2012/01/03/guia-urbana-de-stgo-barrio-lastarria/>

<http://www.plataformaurbana.cl/archive/2012/06/05/guia-urbana-de-santiago-cementerio-general/>

<http://www.plataformaurbana.cl/archive/2012/05/02/guia-urbana-de-santiago-centro-gabriela-mistral/>

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

<http://www.plataformaurbana.cl/archive/2012/05/22/guia-urbana-de-santiago-museo-nacional-de-bellas-artes/>

<http://www.plataformaurbana.cl/archive/2012/01/31/guia-urbana-stgo-parque-forestal/>