



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

<b>Course name:</b>	Spanish Language – Intermediate I
<b>Course number:</b>	SPAN 2001 STCH
<b>Programs offering course:</b>	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 designed for students with two to four 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 emphasize 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. In every class, students will have 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 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**

**List at least four methods of assessment** in addition to attendance and participation, indicating the percent of final grade below totaling 100%:

1.	Quizzes (4)	:	20%
2.	Oral 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 a brief quizzes at the end of the second, third, fourth and fifth week. These quizzes will consider grammar, vocabulary, reading and listening comprehension, and composition according to the contents of the week.

#### **Oral presentations (4)**

There will be 4 oral presentations at the end of the second, third, fourth and fifth week. These oral 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 (4)**

Students will write 4 compositions of 375 words each one, 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**



It's a comprehensive examination, which will explore contents and skills reviewed and practiced throughout the course, including grammar, vocabulary, reading and listening comprehension, and composition. And 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 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: Chile in the past**

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

#### Class 1:1

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.

Contents:

- Present tense
- Introduction
- Verb *gustar*
- *Ser* and *estar*



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

**Homework:** brief composition about themselves.

### Class 1:2

Students will talk about their knowledge about Chilean history, using past tenses.

They will read a brief text about the same subject.

They will practice past tenses writing a composition and playing a game discovering famous people with photos of their childhood.

Contents:

- Past Tense and imperfect conjugations (regular and irregular verbs)
- Uses of Past tense
- Uses of imperfect for descriptions, habits.

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

**Homework:** reading about Chilean history.

### Class 1:3

Students will talk about their knowledge of Chilean famous people in the past.

They also will read a biography of a notorious Chilean person of the past.

To consolidate uses of past tense and imperfect, students will practice writing a classic tail with an unexpected final.

Finally, they will watch a short film to continue practicing past tenses.

Contents:

- Uses of imperfect for progressive actions, intentions.

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

**Homework:** preparation first oral presentation.

## **Week 2**

Cultural life in Santiago

**Week Project:** Making a slideshow recommending cultural activities in Santiago.

### Class 2:1

Students will talk about their knowledge about Santiago, thinking about which kind of cultural activities are possible to do in the city, expressing opinions on different cultural activities in Santiago.

They will practice with the vocabulary making plans, comparing their choices with the rest of the class. As a role-play, they will learn how to refuse/accept an invitation, and how to do recommendations.

Also, they will play discovering places with the description of activities/actions possible to do in there.

Contents:

- Comparative/superlative forms
- Conditional form
- Se impersonal structure

**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.

**First composition:** instructions will be given right before the activity.

### Class 2:2

Students will visit Bellavista, Loreto and Bellas Artes neighbourhoods, which are places relate to Chilean culture and art, full of museums, theater. Besides, the visit will include Municipal Theater 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 needed for the class:** personal flash cards set.

**Homework:** preparation of 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**

Tourist places in Santiago

**Week Project:** Make a slideshow and a brochure about tourist places in Santiago.

### Class 3:1

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

Students will make a list with recommendations for tourists in their first time in Santiago, justifying their decisions.

To improve their knowledge about Santiago, they will watch a video about the city.

Contents:

- Conditional form



- Uses of *ya que, porque, a causa de*, etc.
- Descriptions
- Imperative form

**Homework:** Practical exercises.

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

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

### Class 3:2

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 Santiago or Chile.

Contents:

- Conditional form
- Resources to express courtesy
- Conjugation of present tense of subjunctive

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

**Homework:** preparation of 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.

**Homework:** add flash cards with adjectives to the previous set (add at least 10).

Students need to take them for the first site visit.

### **Week 4**

Service in Santiago

**Week Project:** Make a slideshow and write an open letter.

### Class 4:1

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 tenses.



After we visit the museum, we will walk to San Cristóbal hill, which is part of the largest metropolitan park in Chile. There, students will have the opportunity to describe nature, Santiago from above, aspects like pollution, extension of the city and discover about one of the most visited place in Santiago for local and foreigners tourists.

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

#### Class 4:2

Students will reflect about the service in Santiago, 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.

Contents:

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

**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

**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**

##### **Your plans**

**Week Project:** Write a journal.

#### Class 5:1

Students will create a list of things they still want to do before leaving Santiago. 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.

Contents:



- Future tense
- Justifications

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

**Homework:** add cards to the personal flash cards set (at least 10 more).

Students need to take them to the site visit.

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

### Class 5:2

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. Also they will be in contact with non official art, which represents some aspects of Chilean culture. Besides, since the place is out of official touristic circuit, students will have the opportunity to recognize a different part of Santiago.

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

**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

**Week Project:** Write a brief article for a magazine.

### Class 6:1

Students will talk about their experience during their stay in Santiago, referring to their feelings, things that they like the most, making comparisons with their classmates.

They also will share the best story in the city, practicing past tenses.

Students will talk about their future plans and will formulate hypotheses about their classmates.



Focusing in cultural differences, students will do a role-play hanging out with friends in a Chilean party.

Contents:

- Present perfect tense
- Past tense
- Imperfect tense
- Future tense
- Imperfect subjunctive
- If-clauses

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

**Homework:** do you have questions about the contents of the course? Review your notes and write at least 3 questions for your teacher.

#### Class 6:2

Class 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 relate to Chilean culture and art, full of museums, theater. Besides, the visit will include Municipal Theater 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:

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 past tenses.

After museum, we will walk to San Cristóbal hill, which is inside in the largest metropolitan park in Chile. There students will have the opportunity to describe nature, Santiago from above, aspects like pollution, extension of the city and discover about one of the most visited place in Santiago for local and foreigners tourists.

### 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. Also they will be in contact with non official art, which represents some aspects of Chilean culture. Besides, since the place is out of official touristic circuit, students will have the opportunity to recognize a different part of Santiago.

### 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.
Sarralde, Constanza et al.	<b>Punto C/ELE</b> , Santiago, Ediciones UC, 2017.



### **Online Resources**

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

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

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

<http://museovioletaparra.cl/>

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

<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/2012/11/27/guia-urbana-de-santiago-parque-metropolitano-de-santiago/>

<https://www.welcomechile.com/santiago/barrio-bellavista.html>