

Advanced Spanish II

SPAN 3503 (3 credits)

Chile: Spanish Language (Intermediate & Advanced)

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

This online course aims to support students in developing their listening, speaking, reading, and writing skills in Spanish at the advanced level. While all four components are important for this course, emphasis is placed primarily on oral comprehension and conversational skills (i.e., listening and speaking). Proficiency in the use of grammatical structures is also highly emphasized to improve student's communication and comprehension skills in Spanish. Reading and writing skills are reinforced through formal composition and reading assignments. The course is also designed to introduce students to Chilean cultural particularities. Cultural context is built into the course and introduced through audiovisual materials and experiential online activities. Members of our host family network will be invited to share informal and meaningful cultural exchange activities with students. Students will also be supported by language tutors.

Student Learning Outcomes

Upon completing this course, students will be able to:

- Continue to develop their abilities to communicate in Spanish while using the four skills: listening, speaking, reading and writing;
- Understand long oral speeches at the advanced level;
- Consolidate their command of complex Spanish grammatical rules;
- Write clear, complex, and detailed texts on various topics;
- Conduct an interview in Spanish, analyzing its results and preparing a report;
- Use double object pronouns in conversation with more ease;
- Explain in some detail the historical and cultural context of Chile, using idiomatic expressions.
- Describe Chilean customs using the appropriate vocabulary;

How these Outcomes Will Be Met

Classes and language activities are taught by experienced native speakers of the language who are teachers and use oral proficiency-based approaches. Oral proficiency interviews are also conducted toward the end of the course to provide a measurement of students' overall communicative and linguistic progress. Thus, course grades provide an assessment of

students' performance in meeting the requirements of the language class while estimated language levels provide an assessment of students' linguistic competence in the host language.

The learning process throughout the course is theoretical-practical, since the student will experience and use the language, in group or individual activities, with strategies and content acquired during the period of both asynchronous and synchronous classes. The specificity of this course lies in developing both the communicative and intercultural capacities of the students through two foreseeable instances:

1.- Participation in academic training activities in the Spanish language, through the use of a virtual classroom of SIT Study Abroad. Classes will be made in both asynchronous and synchronous modes:

1.1.- Asynchronous online training activity:

The sessions will develop a central theme of the thematic module of contents, and will include exposition of elements of culture, identity and interculturality in Chile. It will be study material that is proposed to be consulted as a working newspaper library, which will be complemented by means of synchronous online sessions and tutorials.

1.2.- Synchronous online training activity:

In these same classroom activities, there will be actions that promote dialogue, conversation and the use of the Spanish language, in panel discussions and role-play activities. This academic space constitutes the great training ground for the student and, therefore, is the place where the teaching / learning process is centered.

2.- Through interaction with native speakers, who through synchronous online exchange meetings will expose characteristic aspects of the culture and its expressions in Chile. They will share them with the students in online meeting sessions, to learn more about Chilean culture and its society.

The Spanish program proposes an open methodology and in a process of constant development. For this reason, it is designed to adapt to diverse situations and the active participation of all those involved in this teaching / learning process. In this way, the proposals and interventions of students based on their own needs are considered at all times.

Language of Instruction

This course is conducted entirely in Spanish.

Language Levels and Placement

Students are placed into the appropriate language course levels based on oral proficiency interviews and written exams (placement tests) conducted during the first week of the online program. The oral proficiency exam consists of a short interview of perhaps 20-30 minutes. The goal of this interview is to establish a student's placement with regards to the other participants in the language classes.

Course Requirements

Students are responsible for completing all required readings. Students should be prepared to discuss these in class. Readings enable students to challenge and engage lecturers, to generate questions for class discussions, and to frame their daily experiences outside of class.

Required Readings:

SIT Spanish textbook. Arica-Chile, 2021 (prepared for the course)

Rosario Alonso Raya; Alejandro Castaneda Castro; Pablo Martinez Lopez; Lourdes Miguel Lopez; Jenaro Ortega Olivares; Jose Placido Ruiz Campillo. (2011). "Gramática Básica del Estudiante de Español".

Real Academia Española. 2010). "Nueva Gramática de la Lengua Española - Manual".

Castro, F. (2000). *Uso de la gramática española. Nivel Intermedio*. Madrid, Edelsa.

Rodríguez Rodríguez, M. (2003). *Escucha y aprende: Ejercicios de comprensión auditiva*. SGEL; Madrid.

Excerpts from several texts will be used in class and will be available via a course packet and/or on the course's CANVAS page.

Online Resources:

World Reference: <http://www.wordreference.com/esen/>

Lengua Española: www.rae.es

Portales Chilenos: www.sitios.cl

Derechos Humanos: www.ddhh.gov.cl

Pueblos Indígenas: www.serindigena.cl

Comida Chilena: www.redchilena.com/recetas/index.asp

Canciones Hispanas: www.atame.org

Diario La Estrella de Arica: www.estrellaarica.cl

Diario El Morrocotudo: <https://www.elmorrocotudo.cl/>

Agenda Cultural: www.laradioneta.cl/agenda.htm

Recommended Readings:

Gili y Gaya, S. (1998). *Curso Superior de Sintaxis Española* (15 ed.). Barcelona: Bibliografía

Alarcos Llorach, E. (1994). *Gramática de la lengua española*. Madrid: Espasa Calpe.

Bosque, I. y Demonte, V. (1999). *Gramática descriptiva de la lengua española*. Madrid: Espasa Calpe.

Margarita, P. B. (1988). *Ser, estar y verbos de cambio*. Madrid: ArcoLibros S.A.

RAE. (2005). *Diccionario Panhispánico de Dudas*. Espasa-Calpe, Madrid.

Arnal, C., and Ruiz de Garibay, A. (1996). *Escribe en Español*. SGEL: Madrid.

Gilman, A.G., and Benito-Vessels, C. (1997). *Horizontes: Cultura y Literatura*. Heinle & Heinle: Boston.

Pinilla, R., & Muñoz, R. A. (2005). *¡Bien dicho!: ejercicios de expresión oral*. Sociedad general española de librería, Madrid.

Rosario Alonso Raya; Alejandro Castaneda Castro; Pablo Martinez Lopez; Lourdes Miguel Lopez; Jenaro Ortega Olivares; Jose Placido Ruiz Campillo. (2011). "Gramática Básica del Estudiante de Español".

García, C. M., Moreno, V., & de Navarrete, P. Z. S. (2002). *Advance: curso de español: nivel básico-intermedio*. Sociedad General Española de Librería.

Contents

Communicative

Pragmatic

- Assertive speaking (affirm, announce, assent, etc.);
- Compromise speaking (express will, intention, etc.);
- Expressive speaking (express admiration, surprise, etc.);
- Fact speaking (greet and say goodbye, introduce someone, invite, etc.);
- Directive speaking (give and receive instructions, give and receive consent, etc.).

Grammatical

- Composed sentences;
- Use of conjunctions and relative pronouns;
- Syntactic order;
- Grammatical morphemes;
- Regular and irregular verbs;
- Subjunctive mode;
- Verboides: infinitive / gerundio / participio;
- Simple future;
- Pronunciation;
- Orthography;
- Comprehensive speaking in present, past and future;
- Use of structures of present and past subjunctive and imperative;
- Use of whole sentences and extensive paragraphs with fluidity;
- Narration, description and argumentation;
- Express with solvency, in formal and informal settings, on personal, social and professional issues, using all the structures of the Spanish language, at the level of coherently connected paragraphs.

Lexis - semantic

- Understand and use, with relative breadth, colloquial language, idiomatic expressions, idioms, sayings and proverbs.
- Develop adequately on topics of general culture, academic and work.
- Write efficiently about the previous points (compositions, essays).

Intercultural

- Behavioral and social interaction;
- Accepted behavior in social groups (national and subnational);
- Religious and moral beliefs;
- Behavioral conventions;
- Stereotypes and national identity: Notions of national identities in Chile;
- History: periods and construction of nation and its identities;

- Geography: meaningful geographical factors about the country;
- Social Identity: social groups and indigenous people: different social groups with a diverse social base, different national identities, such as class, regional identities, indigenous people and ethnic minorities;
- Social and political Institutions: institutions that work and give a frame to life in the country such as health assistance, local governments, law and order, educational systems, etc.
- Socialization: socialization institutions such as families, work or school, social or religious ceremonies, etc.

Assignments and Evaluation

Description of Evaluation:

Diagnostic evaluation: This evaluation has two parts, one oral and other written, and includes the development of the student's language skills and how this is shown in formal and informal contexts;

Formative evaluation: During the semester there will be different instances of support and self-evaluation which will enable assessment of the concretion of initial objectives;

Last evaluation: The evaluation criteria will be directly linked to the stated outcomes.

Evaluation also includes the student's:

1. Positive attitude, and participation in online activities;
2. Use and acquisition of new vocabulary and use of Spanish.

During the program students will have to show knowledge and skills acquired, through the following assignments:

1) Quizzes (30%)

Quizzes will be given at the end of three units of the online sessions. These will be based on materials covered, discussion topics, and relevant grammar.

2) Oral Debate (15%)

Based on the written essay topic, a group of 4 or 6 students will provide an online debate about an intercultural content.

3) Oral Presentation (25%)

Ten minutes oral exam with your teacher and the academic director, assessing fluency, use of grammar and vocabulary, corresponding to the content of the course. The oral presentation will be assessed by the use of vocabulary and grammar corresponding to language level, capacity to speak without reading notes.

4) Asynchronous Online Homework (30%)

Students will be evaluated on online homework assignments.

5) General Participation synchronous / asynchronous activities (10%)

Students need to be present in the learning community with curiosity, inquisitive questions, and the sharing of analysis and thoughts. Full engagement in all course elements is required.

Assessment:

Quizzes – 30%

Oral Debate – 15%

Oral Presentation – 25%

Asynchronous Online Homework – 30%

General Participation during synchronous / asynchronous activities –10%

Grading scale and criteria:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64%	F

All grades assigned will take into account the students' special circumstances and challenges they face as foreign students. An "A" grade for an assignment entails superior (not just "very good") performance in terms of not only technical correctness, but also in structure and organization of assignments, analysis, logic of writing, and consistency.

In terms of Class Participation, an "A" grade refers to full attendance, punctuality, attentive listening, and active engagement in all lectures, discussions, field trips, and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the student's participation will be monitored and taken into account. A "B" letter grade reflects serious and methodical work as well as a substantial effort at analyzing and understanding the issues. A "C" letter grade shows the work meets the requirements but needs more in-depth reflection and personal involvement. A "D" letter grade is insufficient and clearly reflects lack of work or serious deficiencies.

Program Expectations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.

- Have assignments completed on schedule and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in online class. Engage the lecturer.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excusing for late, missing work.
- Personal Technology Use: cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than online classroom activities.
- Course Communication: Course documents and assignments will be posted on the learning management system, Canvas. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting me know about any network-related problems that prevent you from accessing or submitting assignments.
- Content Considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with the Academic Director and/or seek help from counseling services.
- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record online classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.