

## Advanced Spanish I

### SPAN-3003 (3 credits)

### Chile: Spanish Language (Intermediate and 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 teachers using oral proficiency-based approaches. All our teachers are native speakers of Spanish. Oral proficiency interviews are conducted toward the end of the course to measure students' overall communicative and

linguistic progress. Thus, course grades provide an assessment of students' performance in meeting the requirements of the class while estimated language levels provide an assessment of students' linguistic competence in the target language.

The learning process is theoretical and experiential. Student will experience and use the language in group or individual activities with strategies and content acquired in asynchronous and synchronous class sessions.

### **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.

### **Course Requirements**

Students are responsible for completing all required assignments. They should come to class prepared. Reading assignments are particularly important as they enable students to engage with instructors and peers in a more meaningful way, to generate questions for class discussions, and to frame their daily experiences outside of class.

### **Required Readings**

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

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

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

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:	<a href="http://www.wordreference.com/esen/">http://www.wordreference.com/esen/</a>
Lengua Española:	<a href="http://www.rae.es">www.rae.es</a>
Portales Chilenos:	<a href="http://www.sitios.cl">www.sitios.cl</a>
Derechos Humanos:	<a href="http://www.ddhh.gov.cl">www.ddhh.gov.cl</a>
Pueblos Indígenas:	<a href="http://www.serindigena.cl">www.serindigena.cl</a>
Comida Chilena:	<a href="http://www.redchilena.com/recetas/index.asp">www.redchilena.com/recetas/index.asp</a>
Canciones Hispanas:	<a href="http://www.atame.org">www.atame.org</a>
Diario La Estrella de Arica:	<a href="http://www.estrellaarica.cl">www.estrellaarica.cl</a>
Diario El Morrocotudo:	<a href="https://www.elmorrocotudo.cl/">https://www.elmorrocotudo.cl/</a>
Agenda Cultural:	<a href="http://www.laradioneta.cl/agenda.htm">www.laradioneta.cl/agenda.htm</a>

## 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. "Gramática Básica del Estudiante de Español" 2011.
- 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;
- Principle of subordination, subjunctive mode;
- Prepositional regime;
- Pronunciation;
- Orthography;
- Comprehensive speaking in present, past and future;
- Use basic structures of present and past subjunctive and imperative;
- Use whole sentences and extensive paragraphs with a degree of fluidity;
- Narration, description, and argumentation.

#### Lexis - semantic

- Specific vocabulary in the context of interculturality and Chilean customs;

- Reading and understanding general articles and medium complexity reports;
- Discussion about society, culture and history of Chile;
- Arguments of social and human relations and commercial activities;
- Overview of immigration in Chile;
- Media in Chile;
- Soccer and national identity;
- Free time and leisure;
- Transportation;
- Social and human relations;
- Health;
- Education;
- Commercial activities;
- National and religious celebrations;
- Proverbs.

### **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:

##### 1) Quizzes (30%)

Quizzes will be given at the end of every other unit. They will be based on all covered material and discussion topics.

##### 2) Debates (15%)

We will organize three debates that will be graded during the semester. The grades will be based on language fluidity and engagement with the intercultural topics discussed in class.

##### 3) Oral Exams (25%)

Student will take two ten-minute oral exam with the instructor and the academic director. Oral exams will assess students' oral fluency, command of grammar and vocabulary, and familiarity with the cultural questions discussed in class.

4) Asynchronous Online Homework (30%)  
All asynchronous assignments will be graded.

5) General Participation synchronous / asynchronous activities (10%)  
Students participation in the learning community will be graded. Students are expected to participate in all activities with curiosity. They are expected to be inquisitive and ready to engage with other students constantly.

Assessment:

- (5) Quizzes – 30%
- (3) Oral Debate – 15%
- (2) Oral Exams – 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.