



Advanced Spanish: Grammar, Composition and Conversation Chilean Universities Program, Santiago Program Course

Advanced Spanish is a mandatory course for all students on the Chilean Universities Program. Your placement into an appropriate section of the class is based on an oral and written test you will take after arrival in Chile. The class is awarded 4 U.S. semester credit hours and is required for program participants.

Course Description

This course is oriented towards students with an advanced level of Spanish. It is required that the student will have at least a B1 level in oral and written skills according to the CEFR (Common European Framework Reference), because this course is designed for students at a B2 and C1 level.

The topics covered in this course include grammar, vocabulary and Chilean culture, which will reinforce the student's linguistic correction, conceptual precision and discursive creativity in the use of academic Spanish.

The course offers opportunities for students to correct, practice and acquire confidence in their control of complex structures and formal and informal vocabulary with the goal of successfully incorporating themselves in the Chilean university and social context.

Functional Course Objectives

- Speak with fluency about academic, social and cultural topics with rich and varied lexis, adequate contextual dominance, and with the ability to describe, emphasize and express agreement or disagreement.
- Make arguments, criticize and react to events or comments, and express personal opinion.
- Speak about the past, describing or analyzing prior events.
- Express hypothesis, subjectivity, values and future or conditional actions, distinguishing the degree of conditionality or feasibility of actions that have not yet occurred.
- Be able to transmit the discourse of other speakers and paraphrase information in a text.
- Unite parts of discourse with pronominal and prepositional forms.
- Make deictic references to own discourse, or that of others.

Language and Grammar Objectives

- Recognize and analyze the pertinence, and adequately use the following stylistic resources: clarity, coherence, cohesion, conciseness and emphasis.
- Construct texts using different types of discourse from the same key ideas, with the goal of evaluating the best stylistic solution.
- Improve the expression of ideas and construction of arguments.
- Highlight and review frequent writing errors to be able to correct them.
- Correctly apply knowledge and specific use of Spanish vocabulary (synonyms, antonyms, hyponyms, and expressions).
- Practice lexical and stylistic self-correction strategies in writing.

Cultural Objectives

- Become familiar with Latin American and Chilean culture.
- Promote the artistic and cultural knowledge that form part of Chile's patrimony.
- Give students adequate pragmatic tools to communicate in diverse situations during their daily and academic lives.
- Promote informed discussion on key topics relating to the national reality and culture.
- Facilitate the rapid integration into Chilean and Latin American society, through the analysis and interpretation of real experiences.

Course Methodology

Each Spanish class session is organized into two chronological hours to favor continuity in class activities, teaching and learning, and to be able to cover a certain theme during each session. Grammatical activities, vocabulary review, writing and discussion about topics in Chilean culture will be programmed for each class according to the selected content in the text.

Grammar: The texts produced by students will be analyzed and rules for correction of common errors will be explained. The uses to be focused on will be practiced orally and in writing.

Vocabulary: Lexis from academic and daily life will be covered, through texts analyzed by the students. Students' oral presentations must include a demonstration of the lexis associated with the topic being presented. Such content will be explained to the rest of the class by the student who is presenting. The professor will extend the work with vocabulary to include lexical associations, synonyms, antonyms, standard expressions and *chilenismos*.

Written practice: Students will write short texts in class and longer texts as homework. Idiomatic accuracy and the correct use of expressive resources for analysis and argumentation will be evaluated.

Listening practice: Students will have contact and become familiar with different types of accents and speech patterns. The phonetic aspects of pronunciation and circumstantial attitude will be worked on.

Oral practice: Students will read newspapers, magazines and opinion pieces. This information, enriching to the students' social and academic experiences, will then be used during small class debates. Another means of oral practice will be student presentations in which they will talk about a certain topic. The evaluation of the presentation will count towards class work. This activity will include:

- synthesis of a specific theme
- exposition of relevant vocabulary
- expansion on the theme to the student's area of interest
- formulation of discussion questions for the class
- language resources and elements for textual cohesion and assimilation

The principal objective of all the activities is so that during every class the four linguistic skills (oral and written comprehension and oral and written production) are worked with.

These activities will be worked on in groups and individual contributions to the reflection will be evaluated.

Materials and Resources

Each student will receive a course pack designed for their level and communicative needs. The course pack includes grammar outlines, applied exercises, vocabulary activities in context, readings, news on current events in Chile and guides to Chilean films.

Evaluation

Class work and quizzes	30%
Magazine	30%
Exam	20%
Debate	10%
Participation and Attendance	10%

Minimum course attendance is 90%, and any additional absences must be justified with a certificate. Attendance is directly related to the final grade.

Formal Aspects

- Attendance below 90% will mean a reduction in the student's final grade, both in class work and attendance and participation, which in total represent 40% of the final grade.
- The number of quizzes taken during the semester will depend on the advances made by the students in the class on the topics covered in class. The quizzes will be announced the week before they are to be taken.
- Class work will consist of periodic presentations and written work as well as the active participation of students during the presentations of their classmates.
- Homework handed in after the due date will receive a maximum grade of a 4 (on a scale of 1 to 7).
- If a student does not show up (without previous arrangement) to a quiz or test, he or she will not be able to make it up.

Description of the Magazine Project

Description: The work consists in developing a written magazine about the students' experiences during the trips they take with IFSA. These trips have an academic aspect and they give students different perspectives about what Chile is: its landscape, people and customs. It may include their experience attending academic conferences and theater plays as well.

Objectives: To develop, reaffirm and evaluate the students' grammatical, lexical and communicative competence through the appreciation, analysis, criticism and opinion of the variety of realities, situations and places that this project will cover.

Requirements and formats for the elaboration of the portfolio

- The course will make their magazine with a minimum of 20 pages
- The portfolio must contain write-ups of at least 3 excursions
- The portfolio must contain graphic elements, such as photos, diagrams, drawings, etc.
- Language appropriate to the course level must be used (structure, style and content)

Topics and Focus: Every excursion will have a distinct argumentative and linguistic purpose.

Due Dates: The articles will be reviewed by the professor during the semester. The complete magazine will be handed in on the last day of class. One copy will be handed in to the professor and one copy to IFSA.

Evaluation: The magazine makes up 30% of the final grade. The following will be evaluated: the formal aspect, grammar competency, spelling, argumentation, lexis and punctuality.

Associated activities to the class work:

- Readings and vocabulary
- Study of grammar structures reviewed in classes
- Exercises of grammar and composition
- Group work to prepare formal presentations, conferences, oral interviews, and informed discussions.