

***NOTE: This is a SAMPLE syllabus/itinerary and may not be the most up-to-date version. Please contact the faculty leader of this course for more recent information.***



## **Modern Languages Department**

### **MLSP 205**

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### **Intermediate Language Immersion Course**

**Description:**

This course provides an application of language skills in a foreign speaking environment by combining cultural understanding and language practice.

Taking advantage of Cuscos' rich history, students will be exposed to an environment that combines a unique experience of language with culture. Students will be involved in a total immersion living situation and will receive a minimum of twenty clock hours of formal language instruction per week.

The course will be divided into two main components a language instruction at EXCEL language school and a culture based content during the afternoon.

EXCEL is a language school located in Cusco, Peru. Founded in 1986 and licensed but Peru Department of Education, EXCEL offers total immersion courses to students from all over the world. All EXCEL teachers are native speakers and in fact, none of them speak English. Classes will be held every morning from 8:00am to 12:30pm, Monday to Friday.

**Goals and Objectives:**

Opportunity to learn from native teachers and be exposed to local dialect  
To successfully communicate with locals about a variety of topics  
To enhance proficiency levels in speaking, listening, writing, and reading the language  
To enhance students' understanding of Hispanic culture

To experience a hands-on approach

**Major topics:**

Students will learn principal structures including

**Indicative:**

Present tense

**Subjunctive**

Uses of subjunctive, volition verbs, hypothetical clauses

**Imperative**

Formal and informal commands

Additional work will be completed upon return to improve reading and writing skills.

Topics will vary.

In addition to classroom time, students will have an opportunity to be exposed to the Peruvian culture. Through visits to various ancient ruins and sites and by way of interaction with locals, students will obtain information and draw their own ideas and conclusions.

**Method of delivery:** 40 hours of classroom time

Class periods will be devoted to explanation of principal grammatical structures, group work and paired work activities.

Besides the classroom setting, cultural themes will be provided to students, and they will choose some specific themes and write about them.

The experience will facilitate the use of the target language and a deeper understanding of the host culture.

**PLEASE NOTE: Physical activity during Machu Picchu trip**

Prior to departure, the students will learn about two options. Regardless of the options chosen, both groups will spend the night at a hotel.

1. Hiking the short Inca trail
2. Arriving the night before the visit to Machu Picchu

Students who choose option 1 will climb the Andes in a short trip. The duration of the climbing is from 9:00AM to 5:00PM. They will be provided with lunch. Students who suffer any respiratory illness or other physical problems will not be allowed to choose option 1. Student will arrive to Machu Picchu around 3:00PM and will take a bus back to Aguas Calientes (town at the foothill of ruins).

**Evaluation:**

- 30% of the final grade will be assigned by the host instructional institution, EXCEL. The EXCEL instructor will determine students' grade from class participation, daily assignments, and exams
- The remaining 70% will be determined by the Bentley professor in the following manner:
  - ✓ Journal 20%
  - ✓ Final Project 40%
  - ✓ Participation during trip 10%

**Absences:** Failure to attend classes at the EXCEL institute will result in 10% reduction in the grade for each day missed. **It is the Modern Languages Department policy** that three unexcused absences will result in the final grade being lowered at the discretion of the Instructor.

**Assignments:** They will be turned-in upon arrival. They will be completed in the target language:

**Note:** The grade from EXCEL will be given to me on the last school day there. If there are any disputes for the grade given by EXCEL, this would be discussed prior to leaving Cusco.

**JOURNAL**

- a. It must be typed, double space and 12 pt. font as maximum. The only font acceptable is Time New Roman.
- b. Every day you must make an entry of what you did each day. It will start from the second day to the last day. Each paragraph must be at least 7 complete sentences in Spanish. At the end of the journal, you must write **A FULL PAGE** in Spanish in which you will highlight what you liked or did not like about the trip.
- c. The journal must contain at least 6 pictures. You can attach any way you want it. They can be between pages, at the middle or at the end.

**FINAL PROJECT**

**Description:** Based on hands on experience, students will explore topics based on research they will have done prior to arrival in the host country.

**Objectives:** To develop the ability to do research and to enhance the knowledge of Hispanic cultures.  
To improve reading, listening, writing and speaking skills.

**Method of delivery:** Prior to the visit students must do a research on various topics about the host country. Discussions with the professor will take place prior to the development of the topic. Students will maximize the exposure to native speakers and will interview them. Students will also take advantage of the

native environment and will explore their topics based on visits to various places.

**Topics:** The main topics will be determined and reviewed by both the student and the professor.

**Evaluation:** Students will interview a person from the visiting country to expand the topic they have chosen. Students will turn in the interview to the professor during the stay. This interview will have to consist of at least 2 pages (think of how and why questions) and to be turned in in the form of a transcript along with the final paper. They will also complete a 10 page report (including the bibliography and one page can be of photos) on the topic they have chosen to be turned in upon the return to the US.

- Prior Research 10%
- Interview 40%
- Final paper 50%

### **PARTICIPATION DURING TRIP**

**Description:** Though participation is always difficult to grade, there is a variety of ways that I will take in consideration for this, such as:

- Being on time for all events scheduled
- Respecting your peers
- Showing enthusiasm during cultural activities
- Asking questions to tour guides during trips

This above list is not inclusive by any means but I will remind everyone throughout the trip about some of the tangible ways I will be grading this portion of your grade.

### **Academic Integrity**

Academic Honesty Policy: All work which you submit for a grade must be your own work. Copying someone else's homework, using the "Translate" feature of a computer, and/or asking a lab tutor or friend to correct your homework constitutes a violation of Bentley's academic honesty policy for this course. <http://www.bentley.edu/handbook/integrity/index.cfm> . All such violations will result in a 0 for the assignment and will be reported in writing to the Academic Integrity Coordinator, via an Academic Incident Report.

### **Disabilities**

Bentley University abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which stipulate no students shall be denied the benefits of an education solely by reason of a disability. Disabilities covered by law include, but are not limited to, learning disabilities, Attention Deficit/Hyperactivity Disorder, visual, hearing, and

mobility impairments, medical conditions, psychiatric disorders, and temporary disabilities. If you have a documented disability that may have some impact on your work in this course and for which you may require academic accommodations, please make an appointment with Stephanie Brodeur, Coordinator of Disability Services, in La Cava 166 (Office of Counseling and Student Development, 781.891.2274) within the first four weeks of the semester so that such accommodations may be arranged.

### **Short-Term Program**

#### **Tentative Itinerary**

Prior to Departure: 3 mandatory meetings of one hour each

Day 1- Departure from Logan Airport

Day 2- Arrival in Cusco Perú- Placement Exam and interviews at the school

Day 3- City Tour

Day 4- Language classes- afternoon cultural activities

Day 5- Language classes- afternoon cooking lessons

Day 6- Language classes-Sacred Valley Tour

Day 7- Language classes- afternoon visit to local businesses

Day 8 Departure to Aguas Calientes

Day 9- Machu Picchu Tour

Day 10- Rest

Day 11- Language classes- afternoon cultural activities

Day 12- Language classes- afternoon ceramic lessons

Day 13- Language classes

Day 14- Language classes- afternoon visit to local businesses

Day 15- Language classes- afternoon Closing Ceremony

Day 16- Departure from Peru

Day 17- Arrival to the US

Final Project due a week upon arrival.