

**DOMINICAN
UNIVERSITY**
of CALIFORNIA
School of Liberal Arts and Education

Visiting Chile, Virtually
EDUO 9682 2 – 3 Semester Credits/Units
Instructor – Julia Katherine
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Course Syllabus

Course Overview:

Learn about Chile without the costs or time of in-person travel. Study Chile's history, geography, economics, culture, and tourism through web-based articles and videos. There is a novel required for the three-credit option. The entire course is online and self-paced.

Explore interesting facets of the most stable country in South America. Study the country from economic, cultural, geographic, and historic perspectives. Understand the country's touristic importance. Develop an ad campaign highlighting Chilean culture, history and geography.

Course Objectives: This course will give students the opportunity to present:

- Evidence of having studied the country through historic, geographic, economic, and cultural articles.
- Information and knowledge learned from the articles and videos.
- Three Common Core Standards-based classroom lessons using the knowledge learned from course resources and research.

Course Relation to CCS or other Professional Standards*:

By submitting three lesson plans based on the knowledge obtained from this course, professionals are relating their learning to:

- NBPTS proposition that teachers know the subjects they teach and how to teach those subjects to students.

* The standards that they choose for each lesson will be individually determined based on the specific lesson, student need, and the state in which the lesson is taught.

How to Submit Coursework:

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Share all Drive documents with editing rights with jseufert@dominicancaonline.com, Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating

successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Course Assignments Part A:

1. Pre-trip Summary (1, a) Before the virtual trip, students will submit one page describing what they currently know - or don't know - about Chile.
2. A summary of Chilean History (2.b.c.)
 - a. Read Article One - [Chile's Country Profile](#)
 - b. Use your own interests to conduct personalized research into Chilean history. List the resources you found on the required summary in part 'c' below.
 - c. Write and submit a one-page summary of what you learned as well as what new information you will bring into your classroom. Base your summary around the following question: In your opinion, what defining aspect of Chilean history has most contributed to its current culture of street protests?
3. A Tour Map (3, d-e)
 - a. Read Article Two - [Chile Geography](#)
 - b. Read Article Three - [Chile Geography](#)
 - c. Read Article Four - [Chile's National Parks](#)
 - d. Using [Google Earth](#) (or a format of your choosing), design an original map of Chile. Label the physical boundaries and at least fifteen (15) landmarks, geographic features, climates, National Parks, and/or cities.
 - e. Design your map with this question in mind: If you had two weeks to spend in Chile, where would you spend them?
4. Economic Summary (4, c-d)
 - a. Read Article Five - [Heritage Foundation Chile](#)
 - b. Read Article Six - [World Bank in Chile](#)
 - c. Use your own interests to conduct personalized research into the Chilean economy. List the resources you found on the summary below.
 - d. Write a one-page summary about the current Chilean economy. Base your response around the following question: How has Chilean Geography contributed to its economic success and stability?
5. Cultural Post Card (5, a-e)
 - a. Read Article Seven - [Chilean Cuisine](#)
 - b. Read Article Eight - [Chilean Arts and Literature](#)
 - c. Read Article Nine - [Chilean Etiquette 1](#)
 - d. Read Article Ten - [Chilean Etiquette 2](#)
 - e. Applying your new cultural competence, choose a theme – food and cuisine, arts and literature, or etiquette – and write a two-paragraph email to a friend describing what you have learned about Chilean culture. Did anything surprise you?
6. Tourism Advertisement (6, a-c)
 - a. Browse: [Chile's tourism website](#)
 - b. Watch [this video](#)

Pretend that you work in the tourism sector of the Chilean Government. Design an advertisement (Google slides, [Prezi](#), video, or a [Pamphlet](#)) highlighting key travel features that could be used to boost tourism to the country. You must include the following:

- i. a slogan
- ii. demonstration of knowledge obtained in activities 2-5
 1. How has Chilean history contributed to its current popularity with tourists?
 2. What about its geography makes Chile such a desirable vacation spot?
 3. How does the economy support Chile's claim as a tourist destination?
 4. Which cultural aspects set Chile apart from other destinations?
- iii. a minimum of ten (10) visuals
- iv. three suggested itineraries (between 3 days and two weeks)
- v. a convincing closing. Why would a tourist want to travel to Chile?

7. Post-trip Summary (7, a)

- a. Think about what you have learned during this trip and reflect on what you have not learned. Considering the following questions, write and submit a one-page reflection: By taking this trip virtually, rather than in person, what have you been unable to learn? What important aspects of a country can you only experience in-person?

8. Lesson Plans (8, a-c)

- a. Create and submit three CC or National Standards-based lesson plans incorporating Chilean knowledge gained from this course.
- b. Ask an administrator or supervisor to observe one of your lessons and verify with a signature the lesson utilized your newly-learned Chilean information. Submit the signed document.
- c. List and detail how your lessons incorporated the Standards used in "a."

Course Assignments Part B: *One Additional Credit* (1,a-c)

Research Pinochet's era in sufficient detail to compare/contrast fact with fiction.

- a. Read Isabel Allende's *Of Love and Shadows* available [here on Amazon](#) or at your local library.
- b. Using the following questions as a guide, write a three-page single-spaced reflection comparing and contrasting how the novel, *Of Love and Shadows*, mirrors Chile's history during the Pinochet era.
 - i. Conflict: What is the conflict between Pinochet supporters and opponents?
 - ii. Context: What underlying forces paved the way for the Pinochet dictatorship?
 - iii. Cause: What was the immediate cause of the conflict? Were there other, more distant, causes?
 - iv. Characters: Who were the main players of the conflict and what roles did they play?
Course: What events led to the resolution of this conflict? Was it resolved?
 - v. Conclusion: What was the ultimate conclusion? Is there anything about this conclusion that can help us to understand later historical events?
 - vi. Consequences: What happened as a result of the conclusion of this event?
 - vii. Comparison: How does the history of the Pinochet dictatorship come to life in Allende's novel?

Resources:

- a. Read Article One - Chile's Country Profile.
 - i. <https://www.bbc.com/news/world-latin-america-19357497>
- b. Read Article Two - Chile Geography
 - i. <https://www.worldatlas.com/webimage/countrys/samerica/chile/ciland.htm>
- c. Read Article Three - Chile Geography
 - i. <http://www.chileculture.org/geography-chile/>
- d. Read Article Four - Chile's National Parks and Reserves
 - i. <https://national-parks.org/chile>
- e. Read Article Five - Heritage Foundation Chile
 - i. <https://www.heritage.org/index/country/chile>
- f. Read Article Six - World Bank in Chile
 - i. <http://www.worldbank.org/en/country/chile/overview>
- g. Read Article Seven - Chilean Food and Cuisine: <http://www.chileculture.org/food-in-chile/>
- h. Read Article Eight - Chilean Arts and Literature: <http://www.chileculture.org/arts-and-literature/>
- i. Read about Chilean Etiquette 1: <https://www.anothertravel.com/chile/chilean-culture/>
- j. Read about Chilean Etiquette 2:
<https://www.reachtoteachrecruiting.com/guides/chile/chilean-etiquette/>
- k. Browse: [Chile's own tourism website](#)
- l. Watch [this video](#)

Course Assessment Rubric

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: A to A-	Majority of Work Meets Course Objectives; B+ to B-	Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses shows evidence of new knowledge evidenced by	Most responses shows evidence of new knowledge evidenced by	Responses show little to no evidence of new knowledge evidenced by
Work submitted was organized and clearly articulated.	Most work submitted was organized and clearly articulated.	Work submitted was not organized or not clearly articulated.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Support Resources:

- You have 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration please contact support@dominicanCAonline.com or call (800) 626-5080. To change your address, link to your Dominican Store account at https://www.dominicanaonlinestore.com/store/index.php?main_page=login
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>