



CIEE Global Institute Buenos Aires, Argentina

Course name:	Advanced Spanish Language I
Course number:	SPAN 3005 BAAR
Programs offering course:	Buenos Aires Open Campus
Language of instruction:	Spanish
U.S. semester credits:	4
Contact hours:	60
Term:	Fall 2019

Course Description

Designed for advanced students with a strong background in Spanish language (four or five semesters of college-level Spanish, or the equivalent as determined by a placement test). This course places special emphasis on complex aspects of grammar, such as the subjunctive and conditional moods. Students also learn how to handle different registers or styles of Spanish (for example: degrees of formality, connotations, implying, etc.) necessary to communicate effectively in all types of cultural situations. The course covers all language skills: reading, writing, listening, speaking and interacting. Students read articles, essays, and literary texts, and carry out regular in-class and at-home writing exercises and essays, which are reviewed in class. By the end of the semester, students should be able to argue a point of view on abstract subjects in an oral presentation and write a well-constructed and coherent essay on a subject of general interest.

Learning Objectives

By completing this course, students will be able to:

- Express themselves in spoken and written Spanish, with a nuanced and rich vocabulary.
- Properly apply syntax and structure for effective communication in Spanish.
- Distinguish and utilize the academic forms of Spanish universities.
- Discover and justify the uses of various kinds of discourses with different communicative professional and academic purposes, as well master the different registers of the Spanish language.

Course Prerequisites

This course is for advanced Spanish language students looking to deepen their understanding of the language. Students should demonstrate knowledge of Spanish equivalent to Intermediate Spanish II. The course is designed for students who seek to deepen their understanding of Spanish grammar, expand their lexical knowledge and explore the reading and writing of various texts' genres.

Methods of Instruction

In order to achieve the course objectives, students will undertake numerous written and oral exercises, such as model-based phrase constructions, written assignments on diverse topics, brief essays based on precise themes or quotations, prepare arguments for debates, deliver presentations, etc. Some of these exercises will be completed in class, but students will also have to turn in assignments completed at home. We will also devote time in the classroom to give



feedback after each written assignment. This may lead to the review or development of other grammatical structures, lexical areas, discourse analysis, etc. Students will be set different tasks for homework on a daily basis so they can improve their syntax and enrich their vocabulary through the acquisition of idiomatic phrases and the progressive elimination of their interferences.

Assessment and Final Grade

1.	Biweekly Projects (6)	20%
2.	Biweekly Quizzes (6)	15%
3.	Final Portfolio	10%
4.	Final Oral Exam	15%
5.	Final Written Exam	20%
6.	Participation	20%

Course Requirements

Biweekly Projects

Every two weeks, students will have to present and deliver a presentation of their biweekly project. Both the delivery of the presentation and the written project will be assessed. Failing to complete their oral and written weekly projects will result in a final grade of the course. A rubric will be provided to specify standards. These projects are carried out individually, in pairs or in small groups, according to instructions from the tutor. They are designed to give students the possibility to put into practice the theoretical points covered during the week, and in the previous weeks, within a meaningful, interactive and communicative aim. Biweekly projects have two parts, a written one, with a summary, graphics, conceptual maps, charts, etc. and the oral presentation of this project. Both the delivery of the presentation and the written project will be assessed. In the oral presentation, tutors will assess students oral skills such as, pronunciation, intonation, fluency, oral interaction, and their communicative competence. In the written part of the project tutors will assess grammatical and lexical accuracy as well as written skills such as content, organization, mechanics, paragraphing, etc.

Biweekly Quizzes

Every two week, students will have to sit a written quiz where they will be assessed on the grammatical and lexical content of the course units. Each of the six biweekly quizzes will count for the final grade.

Final Portfolio

At the end of the course, students will hand in all the written pieces with all the corrections seen during the course. The portfolio is an invaluable way of assessing the students growth and recognition of the progress and achievement of their proficiency in Spanish.

Final Oral Exam

The oral language skills (oral expression, comprehension and interaction) will be tested in this final exam. From an audiovisual input and a written text, students must make a comprehension activity and then a production activity in pairs.



Final Written Exam

All written language skills (written expression, comprehension and interaction) will be tested. Students must complete different activities with the objective of checking their knowledge of the lexical and grammatical contents studied during the course. This includes work on lexical fields, grammatical variations that imply changes of meaning in different contexts, application of inferential strategies and writing guided by specific guidelines.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Each student is expected to actively participate in class, and this is absolutely necessary to the effective functioning of the course as well as to individual progress. Participation and the investment of an appropriate amount of time in the preparation of each session will be taken into account in the determination of final grades.

Students will be given written homework on a daily basis to reinforce the grammatical and lexical aspects covered in the classroom and will be checked by the instructor in class everyday. The completion of all Participation Assignments in online or on paper manner, aside student's attendance, will be pondered as part of the Participation grade.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.



Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities. Up to a maximum of 1-2 out the classroom-guided activities will take place when needed, to put in practice the structures seen in the classroom within a real context and maximize exposure to real linguistic situations/contexts.

Week 1

Class 1:1 Introductions I
The instructor will present the scope of the course and instruction method. Students will explore the Hispanic world, including differences between the Spanish of the *Rioplátense* region and other Spanish-speaking regions. Students will examine language variations and language dialects.
Readings: Acuña, L. (2011), newspaper article.

Class 1:2 Introductions II
Students will practice how to talk about aspects of their own character: they will make a presentation of themselves and show their interests, fixations, affinities, similarities, differences, etc. Where does your name come from? Cultural, hereditary and personal affiliations.
Readings: “Advanced SL I Course Material” (Chapter 1)

Due: Daily participation assignment: Cultural Shock blog entry.

Week 2



Class 2:1 Habits and Social Codes.
Students will get to know some habits and social codes from the local people. They will give their opinion, talk about prohibition, etc. Students will contrast and compare with their origin country. The uses of the pronoun se will be revised.
Readings: "Advanced SL I Course Material" (Chapter 1)

Due: Daily participation assignment: Interview to Argentineans I.

Class 2:2 Life in Buenos Aires 1 – Habits and Norms.

Due: Biweekly Project (1): Write an entry blog/article about your first impressions on Buenos Aires focusing on people's habits and social norms.

Week 3

Class 3:1

Buenos Aires Now

Students will find out what's on in Buenos Aires and express their opinions and views on different cultural activities and alternative plans. Students will make a recommendation to a friend. The pronominal system in Spanish will be covered.

Readings: "Advanced SL I Course Material" (Chapter 2).

Due: Daily participation assignment: Going out in BA.

Class 3:2

Local Culture and Historic Events

The instructor will present some relevant characters of local culture and important historic events. Students will express agreement or disagreement and will contrast with their origin country. Students will review the past tenses in the indicative: preterite, perfect, imperfect, and pluperfect. The differences between the past tense and their uses and contextual meanings will be explored.

Readings: "Advanced SL I Course Material" (Chapter 2)

Due: Quiz (1)

Week 4

Class 4:1

Argentinian Film

Students will get familiarised with some of the most famous Argentinian films, directors and actors. The instructor will present ways to narrate and describe a film and its plot/characters (linking words, past tense, present tense, etc.). Students will review the Spanish punctuation system and accents.

Readings: "Advanced SL I Course Material" (Chapter 2) & *Metrópolis* (2006). *10 años de "Nuevo Cine Argentino"*.

Due: Daily participation assignment: An Argentine hero: research on iconic figures of the Argentine culture.

Class 4:2

Life in Buenos Aires 2 - Culture and History



Due: Biweekly Project (2): Write a film review on an Argentinian film that reflects some aspects of Argentinian culture or history and present its main features.

Week 5

Class 5:1

Popular Media in Buenos Aires

Students will become familiar with the most popular media in Argentina. Students will explore the structure of a piece of news in Spanish. Students will analyze some news. The instructor will present the passive voice.

Readings: "Advanced SL I Course Material" (Chapter 3) & Mediosmedios, el medio de la comunidad virtual (2017).

Due: Daily participation assignment. Report on online press.

Class 5:2

Argentinian Personalities

Students will choose three main Argentinian personalities and research on their lives and professional paths. Students will debate on their actions, achievements and qualities. The students will revise the past tenses.

Readings: "Advanced SL I Course Material" (Chapter 3)

Due: Quiz (2)

Week 6

Class 6:1

For and against

Students will prepare and role play as a jury for a public trial. Students will practice how to issue a sentence for or against, they will practice structures to show the consequence of an act, defend or criticize someone. Students will revise use of argumentative connection.

Readings: "Advanced SL I Course Material" (Chapter 3)

Due: Daily participation assignment.

Class 6:2

Life in Buenos Aires 3: Iconic personalities in media

Due: Biweekly Project (3): Write a paper article on a piece of Spanish hot news about a famous person from Argentina or Latin América

Week 7

Class 7:1

Challenges Ahead

Students will talk about some of the challenges that faces Buenos Aires and Argentina at the moment. They will evaluate different situations. Students will organize and justify their views. They will give some recommendations on how to improve. The subjunctive mood will be revised.

Readings: "Advanced SL I Course Material" (Chapter 4) & Mejía, J. (2014) (article piece).

Due: Daily participation assignment. Expose your reflections.

Class 7:2 La Canción de Protesta en Argentina
Students will learn structures to complain about things we do not like. They will get familiarised with the musical movement of “La canción de protesta” and its contexts. The Imperative mood will be revised.
Readings: “Advanced SL I Course Material” (Chapter 4)

Due: Quiz (3)

Week 8

Class 8:1 How to Solve the Problem
Students will become familiar with formal/informal structures for letter writing. Students will discuss suggestions on how to solve a social problem.
Readings: “Advanced SL I Course Material” (Chapter 4)

Due: Daily participation assignment: Audiovisual comprehension.

Class 8:2 Life in Buenos Aires 4: Social Problems

Due: Biweekly Project (4): Write a formal open letter to expose a problem and suggest a possible solution.

Week 9

Class 9:1 Argentine Traditions
Students will talk about some hypothetical things they would/would not like to do before leaving Buenos Aires. They will learn about some particular Argentine traditions. The conditional tenses and *si* clauses will be revised.
Readings: “Advanced SL I Course Material” (Chapter 5) & de los Reyes, I. (2016). (Article piece)

Due: Daily participation assignment: Intercultural Learning in one image. Take a picture of any particular cultural thing you noticed in Argentina and comment it.

Class 9:2 Marca Argentina
Students will contrast their views before and after living in the country. They will give advice to students who intend to come to Buenos Aires. Students will learn how to express regret and talk about unfulfilled plans.
Readings: “Advanced SL I Course Material” (Chapter 2)

Due: Quiz (4)

Week 10

Class 10:1 After Argentina
Students will discuss alternative learning strategies and goals to continue learning



Spanish once they have left Argentina.
Readings: "Advanced SL I Course Material" (Chapter 5)

Due: Daily participation assignment.

Class 10.2 Life in Buenos Aires 5 : Write A Piece of Advice

Due: Biweekly Project (5): Write a blog giving advice and recommendations to future study abroad students based on your own experience.

Week 11

Class 11:1 After Buenos Aires
Home sweet home! Describe the impact this experience has had on you. Share a personal anecdote about your stay here in Buenos Aires.
Readings: "Advanced SL I Course Material" (Chapter 6)

Due: Daily participation assignment: Write a personal short story or anecdote.

Class 11:2 A Bucket List
Students will create a bucket list of things they still want to do before leaving Buenos Aires and share it with the group. They will make a personal statement about their future plans and their classmates'. Students will formulate a future hypothesis about what they will be doing after the course. Future tense and subjunctive mood will be revised.
Readings: "Advanced SL I Course Material" (Chapter 6)

Due: Quiz (5)

Week 12

Class 12:1 Retelling and comparing life experiences and personal projects
Students will be introduced to different formats for retelling and comparing facts, feelings and evaluations by using Indicative or Subjunctive mode.
Readings: "Advanced SL I Course Material" (Chapter 6)

Due: Daily participation assignment.

Class 12:2 Life in Buenos Aires (6): My Experience in Buenos Aires.

Due: Biweekly Project (6): Write a diary/essay summarizing your experience in Buenos Aires.

Week 13

Class 13.1 General review.

Class 13.2 Oral Individual Presentation.



Due: Final Oral Exam.

Week 14

Class 14.1 Written Pieces & corrections.

Due: Final Portfolio.

Class 14.2: Revision and doubts. Mock exam for practice.

Week 15

Class 15:1 Final written test.

Due: Final Written Exam.

Class 15.2 Course ending. Final comments and feedback.

Course Material

Students in this course will use a guide specially designed by CIEE staff named “Advanced SL I Course Material” containing the course syllabus, cultural and oral program, exercises, and methodological. Resources from the Internet, such as articles from Spanish language newspapers, relevant sites, videos, will also be included. The materials provided by the instructor used for the “Advanced SL I Course Material” are based on the following readings, online resources and materials, amongst others.

Reference Readings

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