



## **CIEE Global Institute Buenos Aires, Argentina**

<b>Course name:</b>	Advanced Spanish Language II
<b>Course number:</b>	SPAN 3006 BAAR
<b>Programs offering course:</b>	Liberal Arts
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	4
<b>Contact hours:</b>	60
<b>Term:</b>	Fall 2019

### **Course Description**

This course is designed for students with five or six semesters of college-level Spanish, or the equivalent as determined by a placement test, who desire further work on Spanish grammar and structure after the intensive course, this course continues to develop complex aspects of Spanish grammar and syntax through analysis of texts (oral and written), presentations, and short compositions. Specific attention is placed on writing and on giving short oral presentations in class. Students read advanced-level articles, essays, and literary texts, and carry out regular in-class and at-home writing exercises and essays, which are reviewed in class.

### **Learning Objectives**

By completing this course, students will be able to:

- Increase and consolidate their comprehension of Spanish grammatical, lexical and normative systems.
- Utilize the target language to integrate their learning and previous knowledge within the local culture and environment.
- Express themselves in spoken and written Spanish, with a nuanced and rich vocabulary.
- Argue a point of view on an abstract subject in an oral presentation and write a well-constructed and coherent essay on a subject of specific interest.
- Master various kinds of discourse, including formal and informal language, slang, Spanish wit and turns of phrase, and argumentative and expository language.
- Conform to the academic rules of Argentine universities.

### **Course Prerequisites**

This course is designed for students with five or more semesters of college-level Spanish, or the equivalent as determined by a placement test. It addresses itself to advanced Spanish language students who seek to hone their knowledge of grammar and Spanish culture and embark on reading challenging texts of different genres.

### **Methods of Instruction**

To reach the objectives of the course with the help and guidance from their professor, the students will be asked to carry out written and oral tasks such as essays, written summaries, short papers, specific research, presentations, etc. Some of these exercises will be completed in class, but students will also have to turn in assignments completed at home. As the course is focused on communicative competence, oral and written discourse as well as audiovisual



material from a variety of social milieus, and academic and professional fields will be presented in order to complete oral and listening comprehension activities and also to promote discussion on course topics. Additionally, students will be encouraged to produce oral and written texts paying special attention to effectiveness and adequacy to different use situations. Furthermore, the oral discussion of grammatical insights will contrast the differences regarding tenses, indicative and subjunctive paradigms, temporal correlation and different contexts of the use of all tenses and moods in order that students be able to produce grammatically correct texts that satisfy not only communicative needs but also academic and professional demands. The material used in class comprises a wide range of texts, among them newspaper articles, advertisements, specialist texts and so forth.

### **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 summery, 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; <b>written warning</b>
More than 20%	3 content classes, or 5 language classes	Automatic <b>course failure</b> , 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 II - Course Material" (Chapter 1)

**Due: Daily participation assignment:** Interview to Argentineans: names and stories.

## 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 II - Course Material" (Chapter 1)

**Due: Daily participation assignment.**

Class 2:2

Life in Buenos Aires 1: Habits and Norms.

**Due: Biweekly Project (1):** Oppositions between the center of the city and the periphery. the profile of each neighborhood and its inhabitants. Urban tribes. Compose an album of photos with summarizing epigraphs of urban geograph and its inhabitants

## Week 3

Class 3:1

Talking about Stereotypes

Students will discuss common stereotypes about Argentinians, the stereotypes Argentinians have about other nations as well as classic stereotypes about the students' home countries. Future tense and conditional as well as verbs like *gustar* will be revised.

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

**Due: Daily participation assignment.**

Class 3:2

Current immigration in Argentina

Students will learn about how the issue of immigration is debated in Argentina. They will also learn some informal language. Direct and indirect speech will be revised. Students will research the current immigration: laws, testimonies and social representations.

Readings: "Advanced SL II - Course Material" (Chapter 2)

**Due: Quiz (1)**

## Week 4

Class 4:1

Borders within the City

We will discover and talk about borders within the city of Buenos Aires and around Argentina. There will be a second debate about immigration, this time focusing on the



legal situation and the views of different political parties. Practice and consolidation of the grammatical structures covered during the week. Revision of punctuation rules and accents.

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

**Due: Daily participation assignment:** video clips on informal economy.

Class 4:2 Life in Buenos Aires 2: Borders and Stereotypes

**Due: Biweekly Project (2):** Write an article about your findings as you have explored Argentinian culture.

## Week 5

Class 5:1

Habits and Timetables

Students will familiarize themselves with daily routines and the role of timetables in Argentina. Revision of past tenses, expressions to show finality and the subjunctive mood.

Readings: "Advanced SL II - Course Material" (Chapter 3)

**Due: Daily participation assignment.**

Class 5:2

A Job Interview

Students will analyze different job interviews and compare different sample profiles. They will prepare themselves for an interview in Spanish that they carry out among themselves. Past tenses and *si* clauses will be revised.

Readings: "Advanced SL II - Course Material" (Chapter 3)

**Due: Quiz (2)**

## Week 6

Class 6:1

Debate about Working Conditions

Students will debate about the working conditions and workers' rights in certain industries and professions. They will practice informal language to engage in a conversation. Students will write a petition requesting fairer timetables and send it to [change.org](http://change.org).

Readings: "Advanced SL II - Course Material" (Chapter 3)

**Due: Daily participation assignment.**

Class 6:2

Life in Buenos Aires 3: A Petition

**Due: Biweekly Project (3):** Send a petition to [change.org](http://change.org) to modify working timetables in Argentina.

## Week 7



Class 7:1 Is Argentina a Sexist Country and Spanish a Sexist Language?  
Students will talk about sexist behavior in Argentina and learn about key concepts, such as: *machismo*, *feminismo* and *micromachismo*. The grammatical gender system, the inclusive masculine and the neutral gender will be revised.  
Readings: “Advanced SL II - Course Material” (Chapter 4)

**Due: Daily participation assignment.**

Class 7:2 Women and Politics  
The topic of this session will be women and politics, both in Argentina and Latin America. We will look at individual cases and controversies, and read opinion statements as well as theoretical texts. Uses of *se* will be revised.  
Readings: “Advanced SL II - Course Material” (Chapter 4)

**Due: Quiz (3)**

## **Week 8**

Class 8:1 Gender and the Internet  
Students will discuss about gender inequality on the Internet. Gerund, participle and infinitive will be revised.

**Due: Daily participation assignment.**

Class 8:2 Life in Buenos Aires 4: Gender Equality

**Due: Biweekly Project (4):** Create an awareness campaign for gender equality applied to the porteño culture.

## **Week 9**

Class 9:1 Childhood Memories  
Students will share some of their childhood memories of certain TV shows or films with the class. We will also look at selected Argentinian TV shows for children and teenagers. Students will explore and practice structures to evoke memories and describe them in detail.  
Readings: “Advanced SL II - Course Material” (Chapter 5).

**Due: Daily participation assignment**

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 II - Course Material” (Chapter 2)

**Due: Quiz (4)**



## Week 10

Class 10:1 12 de octubre  
Students will explore the issues around the *12 de octubre, día del respeto a la diversidad cultural*. Some structures and lexical items to organize speech will be revised. We will also read poetry and listen to song lyrics.  
Readings: "Advanced SL II - Course Material" (Chapter 5)

**Due: Daily participation assignment.**

Class 10:2 Life in Buenos Aires 5 : A film review

**Due: Biweekly Project (5):** Write a review about an Argentinian film dealing with the recent history of Argentina.

## Week 11

Class 11:1 A Formal Speech  
Students will do an analysis of discursive structures as a way of preparing to deliver a speech in Spanish.  
Readings: "Advanced SL II - Course Material" (Chapter 6)

**Due: Daily participation assignment.**

Class 11:2 A professional Speech  
Students will prepare and present a speech about one of the topics covered in the course.  
Readings: "Advanced SL II - Course Material" (Chapter 6)

**Due: Quiz (5)**

## Week 12

Class 12:1 Retelling and comparing life experiences and personal projects.  
Students will compare and will make for and against judgements.  
Readings: "Advanced SL II - 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 II - 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 II - Course Material” are based on the following readings, online resources and materials, amongst others.

**Reference Readings**

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#### Reference Online Resources

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- Canal Encuentro (2013). En el medio de la ley / Migraciones Disponible en <http://encuentro.gob.ar/programas/serie/8510/5915?start=> (Recuperado el 6/9/2017)
- Cifuentes López, R. (2017). Migrar es cultura, migrar es humano, Disponible en <https://vimeo.com/229796959>. (Recuperado el 6/9/2017).
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