



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

<b>Course name:</b>	Post-Advanced Spanish Language I
<b>Course number:</b>	SPAN 4005 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 six semesters or more of college-level Spanish (or the equivalent as determined by a placement test), and for heritage Spanish speakers who have not formalized their study of the Spanish language. It is aimed for students who desire to strengthen their written and oral communication skills in Spanish and who need to acquire formal and academic discourse strategies in order to succeed the national universities' academic demands and all higher education standards in Spanish. The course aims to consolidate students in the academic discourse conventions, in both oral and written productions, while attending to specific post-advanced grammar issues that may emerge in the process. The course is designed for students who want to broaden their knowledge of the Argentinean high-education culture while it also works as a workshop for the production process related to the local universities' demands.

By the end of the course, students will be able to emulate the academic oral and written discourse in the form of oral presentations and extended essays or papers in Spanish. They will also become aware of the uses of different formal discourses and master the argumentative and expository language, amongst others.

### **Learning Objectives**

By completing this course students will:

- Express in spoken and written Spanish in accordance to context, in formal and informal situations, with a nuanced and rich vocabulary.
- Recognize and differentiate the discursive strategies of texts and properly articulate own textual productions using adequate Spanish syntax and structure.
- Recognize, evaluate, and abide to the academic discourse standards of Argentinean's national universities and higher education demands in Spanish.

### **Course Prerequisites**

This course is designed for students with six or more semesters of college-level Spanish, or the equivalent as determined by a placement test, and for heritage Spanish speakers who have not



formalized their study of the Spanish language. It addresses itself to post-advanced Spanish language students who seek to hone their knowledge of Spanish grammar and culture and embark on reading challenging academic texts and audiovisual productions.

### **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 enhancing the academic discourse, oral and written texts as well as audiovisual material from a variety of social, academic and professional fields will be presented in order to complete oral and listening comprehension activities and also to promote discussion on course topics or those related to student's national universities' topics. Additionally, students will be encouraged to produce oral and written texts paying special attention to effectiveness and adequacy to different use situations with a special focus on the academic oral presentations and essay production. Furthermore, the grammatical component will be addressed when needed to 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, academic papers and topic-specific interviews or research studies, according to the subject matter studied by students and so forth.

### **Assessment and Final Grade**

1.	Biweekly projects (5)	30 %
2.	Oral Exam and Quiz	10 %
3.	Written Exam and Quiz	10 %
4.	Final written production	15 %
5.	Final oral production	15 %
6.	Participation	20 %

### **Course Requirements**

#### **Biweekly Projects**

Students will carry out written assignments research project based on discourse forms seen in class. This may vary in topic and may require student's selection and research from a list of sources provided by the instructor. Students will be graded according to the following criteria: fulfillment of task, adequacy to the discursive genre, coherence and cohesion, grammar correction, variety and appropriateness of vocabulary. These assignments will be stipulated in advance by the instructor and will vary in discourse type and length, ranging from 1000 to 3000 words.



### **Oral Exam and quiz**

On the first half of the course, students will take a quiz and an exam on site to evaluate conversation strategies, dialogue comprehension and audiovisual analysis. These will be focused on the oral component. They will be assessed on both comprehension and production of the oral competence and the proper use of grammar. A specially designed rubric for assessing the oral competence will be given to students prior these evaluations..

### **Written Exam and quiz**

On the second half of the course, students will take a quiz and an exam on site to evaluate different written productions, discourses and texts. These will be focused on the written component and the proper use of grammar. They will be assessed on both comprehension and production of the written competence. A specially designed rubric for assessing the written competence will be given to students prior these evaluations..

### **Final written production**

The final oral presentation will cover all four skills (oral and written expression, comprehension and interaction). Students will sit in the last week for the final written production. They will produce a written text that is grammatically, discursively and contextually adequate in accordance to readings proposed for the class.

### **Final oral presentation**

After presenting their written production, students will make a final oral presentation explaining their reflections, discoveries and investigations. This presentation will be evaluated based on a detailed rubric that portrays prosodic and textual aspects.

### **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 for the effective functioning of the course as well as for 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 readings and comprehension. Assignments will be submitted through Canvas and checked by the instructor in class or outside class.

### **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. 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. To this, up to a maximum of 1-2 out-of-classroom activities will be added when needed, in order to apply the structures learned in the classroom and thereby increase exposure to real linguistic situations.



### Week 1

- 1:1 Introduction to the Spanish of the River Plate region.  
The instructor will present the scope of the course and instruction method. Students will explore the Hispanic world and learn about differences between the Spanish of the *Rioplatense* region and other Spanish-speaking regions.  
Reference material: “*Qué difícil es hablar el español*” (Ospina brothers) and “TER” specially done by CIEE instructor.
- 1:2 Oral communication strategies.  
The instructor will present typical oral conversation strategies and make students aware of speaking turns in informal situations. They will make an oral activity implementing different informal oral strategies.  
Reference material: “Oral communication strategies & speaking games” specially done by CIEE instructor.

**Due: Daily Participation assignment:** Interview to Argentinians I.

### Week 2

- 2:1 Preparation for University  
Students will learn about the university life for students in Argentina. They will discuss on particular characteristics using pertinent vocabulary. Activities using movie scenes will illustrate professor/student dynamics.  
Reference material: “Un Buda” (Rafael Rafecas); “En el fondo del mar” (Damián Szifrón); “Derecho de familia” (Daniel Burman).

**Due: Daily Participation assignment:** Comprehension activities on national movie.

- 2:2 Academic life in Argentina  
Students will compare the academic life in the US to the one in Argentina. They will discuss similarities and differences in public and private universities and compare them to their experiences in their sending institutions. They will be introduced to the academic discourse in Spanish.  
Reference material: “Read and write in the academic sphere. Discourses and paratexts” specially done by CIEE instructor.

**Due: Biweekly project (1):** write a blog entry on culture shock and first impressions of Argentinians for fellow students.

### Week 3

- 3:1 Formal speech in context  
Students will consolidate the way to address formal communication by reviewing grammar forms in context and by listening to formal and informal interactions. They will strengthen the strategies, phrases and nuances in formal contexts and discuss best practices to determine which situations require formal forms.



**Due: Daily Participation assignment:** Interview to Argentines II

- 3:2 Quiz (1)  
Oral production and comprehension in formal and informal contexts.

**Due: Oral Exams and Quizzes (Quiz 1)**

#### **Week 4**

- 4:1 Argentine today  
Students will analyze different newspapers and discuss communication strategies in written press. They will compare viewpoints and analyze intention as a way of persuasion in journalism. They will learn best ways to comprehend and produce appealing titles and lead phrases (first sentence of a piece of news).  
Reference material: "Coffee & Press Activity" specially done by CIEE instructor.

**Due: Daily Participation assignment:** oral production self assessment.

- 4:2 Research on current topic  
In accordance to the topics seen the previous class and to current issues of Argentina, students will carry out a small research on a desired topic in small groups. They will present this research and compare different coverage of the news in class.

**Due: Daily Participation assignment:** analyze and compare newspaper articles to present orally

#### **Week 5**

- 5:1 Interview to guest speaker (TBD)  
Students will prepare and carry out a formal interview to a guest speaker.

**Due: Daily Participation assignment:** Prepare questions for guest speaker based on own research.

- 5:2 From oral to written forms  
Students will learn strategies on how to translate oral productions into written texts. They will make a brief summary on the content of the interview using a professional and formal discourse, and the appropriate indirect speech forms.  
Reference material: "From radio interview to written interview" specially done by CIEE instructor.

**Due: Biweekly project (2):** write a newspaper article on interview.

#### **Week 6**

- 6:1 Public speaking: create an appealing text  
Students will learn best practices for formal oral presentations. They will analyze oral



discourses and adopt strategies for creating congruent and meaningful productions. By analyzing a selection of TED talks in Spanish, they will learn how to best create cohesive and comprehensive texts.

Reference material: "TED talk analysis" specially done by CIEE instructor.

**Due: Daily Participation assignment:** Select and analyze an appealing speech.

- 6:2 Public speaking: prosodic aspects of oral presentations  
Students will enhance their formal speaking abilities in Spanish. The topic of this session will be to make students aware of prosody aspects (such as phonetics, posture, and intonation) in oral presentations. They will also determine an evaluation rubric for oral presentations.  
Reference material: "What to do and not to do in an oral presentation" specially done by CIEE instructor.

**Due: Daily Participation assignment:** topic selection and outline for oral presentation.

### Week 7

- 7:1 From written to oral forms  
Students will work on the drafts for their presentations. They will work following a workshop dynamic in small groups to rehearse presentation delivery.  
Reference material: Selected by students according to topic.

**Due: Daily Participation assignment:** first draft of presentation.

- 7:2 Mid term (Exam 1)  
Oral Individual Presentations.

**Due: Oral Exam and Quiz (Exam 1).**

### Week 8

- 8:1 Speech genres  
Students will be introduced to different speech genres and the notions of function, discourse and communicative purpose. They will enhance the comprehension and use of the description forms by working with the work of Antonio Berni. They will expand specific lexical fields.  
Reference material: "Portrait and self-portrait in Antonio Berni".

**Due: Daily Participation assignment** comprehension activity on documentary of Antonio Berni.

- 8:2 Museum visit.  
Students will get familiarized with national art and the description of portraits and self-portraits.  
Reference material: "Visit to Museo de Bellas Artes"

**Due: Daily Participation assignment** create a written portrait or selfportrait.

### **Week 9**

- 9:1 Subjective and objective forms in written texts.  
Students will identify objective and subjective speech in the chronicle genre. They will read different chronicles and consolidate structures for expressing impersonality and adverbial nuances for subjective forms.  
Reference material: "Selection of chronicles" specially done by CIEE instructor.

**Due: Daily Participation assignment** comprehension activities on chronicle critique.

- 9:2 Chronicle on art experience  
Students will carry out a research on artistic manifestations in Buenos Aires. They will investigate a special artist, work and prepare a written piece for a determined audience.

**Due: Biweekly project (3):** write a chronicle.

### **Week 10**

- 10:1 Abstract forms  
Students will be introduced to specific aspects of academic discourse. They will review polyphony in written academic discourses. They will be introduced to the expositive genre and the formal structure of summaries and abstracts. They will work with best structures for short written forms.  
Reference material: "Exposition and abstract forms" specially done by CIEE instructor.

**Due: Daily Participation assignment:** selection of texts and themes for biweekly project 4.

- 10:2 Written Quiz (1)  
Students will make abstracts of selected papers.  
**Due: Written Exam and Quiz (Quiz 1)**

### **Week 11**

- 11:1 The use of agrochemicals  
Students will research on different viewpoints of the use of agrochemicals in Argentina. They will present different abstracts and prepare a written paper comparing several expositions. They will learn formal resources for best contrasting viewpoints in an objective manner using a critical apparatus.  
Reading material: Altieri; Ribero; online resources.

**Due: Daily Participation assignment:** selection of texts and themes for biweekly project 4.

- 11:2 Informative genres workshop



By the end of the class, students will hand in their expository articles and work in small groups correcting their written productions. With guide of the instructor, they will be introduced to the difference between argumentative and explicative texts.

**Due: Biweekly project (4):** write an informative piece.

## Week 12

12:1 Natural resources in Argentina: an introduction  
Students will read and contrast different argumentative expositions (oral and written) on the use of natural resources in Argentina. They will read and compare different viewpoints and opinions and learn best strategies for expressing and develop different logic clauses.

Research material: "Selection of articles on natural resources extraction in Argentina" specially done by CIEE instructor.

**Due: Daily Participation assignment:** selection of texts and themes for biweekly project 5.

12:2 Natural resources in Argentina: an on-going discussion  
Students will present orally the summary of different arguments driven from newspaper articles, papers, essays, informative pieces and audiovisual materials on natural resources in Argentina.

Research material: "Selection of articles on natural resources extraction in Argentina" specially done by CIEE instructor.

**Due: Daily Participation assignment:** comprehension activities on different argumentative expositions.

## Week 13

13.1 Argumentative forms workshop I  
Students will work on the final written project.

**Due: Daily Participation assignment:** comprehension activities on different argumentative expositions.

13.2 Argumentative forms workshop II  
Students will work on the final written project.

**Due: Biweekly project (5):** write a monographic paper.

## Week 14

14.1 Written Exam (2)  
Reading and writing on-site comprehension exam.

**Due: Written Exam and Quiz (Exam 1)**

14.2 Final written production in class.



## Due: Final Written Production

### Week 15

15:1 Final oral presentation.

### Due: Final Oral Presentation

15.2 Course end. Final comments and feedback.

## Course Material

A reader containing the course syllabus, grammar program and exercises, and methodological recommendations will be provided by CIEE. Some reference material is provided by the CIEE teacher as well as grammar and vocabulary exercises according to the development of the course and needs of the students. Resources from the Internet, such as articles from Argentine and Latin American newspapers, relevant sites, videos, etc. will also be provided by the instructor.

## Reference Readings

- Arias, Ana. Los primeros. Buenos Aires: Editorial Santillana, 2001. En papel.
- Briz, A (2008) “Los géneros discursivos en el ámbito social: la entrevista”, *Saber hablar*, Instituto Cervantes.
- Briz, A (2008) “Los géneros discursivos en el ámbito social: la presentación”, *Saber hablar*, Instituto Cervantes.
- Calsamiglia Blancafort, Helena y Tusón Valls, Amparo. *Las cosas del decir. Manual de análisis del discurso*. Barcelona: Editorial Ariel, 1999.
- Dalmaroni, Miguel (dir) y Gloria Chicote: *La investigación literaria: Problemas iniciales de una práctica*. Santa Fe, Ediciones UNL, 2009
- García Negroni, María (coord.) *El arte de escribir bien en español. Manual de corrección de estilo*. Buenos Aires: Edicial, 2001. En papel.
- Matte Bon, Francisco. *Gramática comunicativa del español I: De la lengua a la idea*. Madrid: Edelsa, 1995. En papel.
- Matte Bon, Francisco. *Gramática comunicativa del español II: De la idea a la lengua*. Madrid: Edelsa, 1995. En papel.
- Vázquez, Graciela (coord.). *Guía didáctica del discurso académico escrito. Cómo se escribe una monografía*. Madrid: Edinumen, 2001. En papel.

## Online Resources and Readings

- Altieri, M.A. y P. Rosset. Available in: “[«Diez razones que explican por qué la biotecnología no garantizará la seguridad alimentaria, ni protegerá el ambiente, ni reducirá la pobreza en el tercer mundo»](#)».
- Ayuso, M. (2015) *Cómo hacer un discurso perfecto, según el escritor que se los redacta a Obama*. El confidencial, ACV. Available in: [https://www.elconfidencial.com/alma-corazon-vida/2015-01-15/6-consejos-para-elaborar-un-discurso-convincente-segun-el-asesor-de-obama\\_621098/](https://www.elconfidencial.com/alma-corazon-vida/2015-01-15/6-consejos-para-elaborar-un-discurso-convincente-segun-el-asesor-de-obama_621098/)
- Berni, Antonio (2016). Recursos en línea. Available in: <https://www.educ.ar/recursos/131968/antonio-berni-el-artista-de-todos>



- Gallo, Carmine (2014) *Habla como TED*. Available in: <http://www.forbes.com/sites/carminegallo/2014/03/04/9-public-speaking-lessons-from-the-worlds-greatest-ted-talks/>
- Movie database and film selection. Available in: <http://cine.ar/>
- Movimiento sin tierra Brasil: [«La aprobación de los transgénicos es inconstitucional»](#).
- Ospina, Nicolás y Juan (2009). "Qué difícil es hablar el español". Available in: <https://www.youtube.com/watch?v=Xyp7xt-ygy0>
- Pino Solanas (2018), *Viaje a los pueblos fumigados*.
- Revista FARN (2018) *Informe ambiental*. Available in: <https://farn.org.ar/informe-ambiental-2018>
- Ribero, Silvia. Available in: [«Celebrando la dependencia: el maíz de las transnacionales»](#).
- Student writing resources: <https://www.educ.ar/>