CIEE Global Institute - Buenos Aires

<table>
<thead>
<tr>
<th>Course name:</th>
<th>Spanish Language - Beginner II</th>
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<tbody>
<tr>
<td>Course number:</td>
<td>SPAN 1002 BAAR</td>
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<tr>
<td>Programs offering course:</td>
<td>Buenos Aires - Open Campus</td>
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<td>Open Campus Track:</td>
<td>Language Literature and Culture</td>
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<tr>
<td>Language of instruction:</td>
<td>Spanish</td>
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<tr>
<td>U.S. semester credits:</td>
<td>3</td>
</tr>
<tr>
<td>Contact hours:</td>
<td>60</td>
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<td>Term:</td>
<td>Fall 2018</td>
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**Course Description**

This course is designed for students with one to two semesters of college-level Spanish, or the equivalent as determined by a placement test. This course uses a communicative approach, focusing on what students can do with the language as much as on what they know about the language. By the end of this course, students understand the principal points of clear texts and writings in standard language; know how to describe in the past and to exchange information about daily routines, experiences, likes and interests. The linguistic elements and vocabulary that are taught prepare students to talk about frequent topics and deal with daily situations. Students should be able to understand a simple face-to-face conversation about practical issues and familiar subjects.

**Learning Objectives**

At the end of the semester, students will be able to:

- Engage in a simple conversation on familiar topics in Spanish
- Write a simple but well-constructed text on a familiar topic of general or personal interest
- Describe and recount events in a simple but clear fashion, both in the present and the past
- Gather and reproduce simple but precise information
- Give an opinion on familiar topics of general or personal interest

**Course Prerequisites**
Students should:

- Be able to handle simple, everyday conversations in Spanish
- Know basic verbs in simple tenses
- Know vocabulary for simple, everyday situations
- Be able to ask for information

**Methods of Instruction**

The teaching method used is a communicative and task-based approach. The structure of each week is as follows:

- The tasks will be organised by weekly topics, so that each session of a week is related to the others.
- At the end of each week, students will have to do a written and oral presentation and a mini test with a focus on the grammatical/lexical content covered during the week.
- Students will be provided with extra material as homework to reinforce the grammatical and lexical aspects covered in the classroom.
- Each of the presentations and tests will count for the final grade.

**Assessment and Final Grade**

1. Homework 15%
2. Oral Presentations and Weekly Projects 25%
3. Weekly Tests 20%
4. Final Test 25%
5. Participation 15%

**Course Requirements**

**Homework**

Students will be given written homework on a daily basis to reinforce the grammatical and lexical aspects covered in the classroom. Homework assignments will be checked by the instructor in class every day. When homework has to be turned in, no extension can be granted. Failing to complete their daily homework will result in a lower final grade of the course.

**Oral Presentations and Written Weekly Projects**
At the end of each week, students will have to deliver a presentation of their weekly project. Each report should be 350 words. 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 lower final grade of the course.

**Weekly Assessments**

At the end of each week, students will sit a mini test where they will be assessed on the grammatical and lexical content of the week. Each of the weekly assessments will count for the final grade.

**Final Test**

The four language skills (oral and written expression, oral and written comprehension) will be tested.

**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.

**Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIIE 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:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Equivalent Number of Open Campus Semester classes</th>
<th>Minimum Penalty</th>
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<tbody>
<tr>
<td>Up to 10%</td>
<td>1 content classes, or up to 2 language classes</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>2 content classes, or 3-4 language classes</td>
<td>Participation graded as per class requirements; <strong>written warning</strong></td>
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<tr>
<td>More than 20%</td>
<td>3 content classes, or 5 language classes</td>
<td>Automatic <strong>course failure</strong>, and possible expulsion</td>
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**Weekly Schedule**
Note: This schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities. Each lesson is 2h 30min. To this, up to a maximum of 3 out-of-classroom activities will added when needed, in order to apply the structures learned in the classroom and thereby increase exposure to real linguistic situations.

**Week 1 Orientation Week**

**Class 1:1 Intro to the Class and Creating a Personal Profile**

Students will be presented the syllabus of the course. Students will engage in an activity to explore previous knowledge. Students will voice their expectations and discuss their motivation to study the language. The instructor will discuss the methods of instruction and his/her expectations to be. The topic of register will be covered, providing examples of formal and informal interactions.

**Class 1:2 Presentation of the Scope of the Course and Instruction.**

This session will focus on methods of getting to know people, giving and asking for personal information. Organize a contact list. Students will learn different Spanish greetings and what is appropriate in which context. The students will work with descriptions of the general school environment: classroom, classmates and their weekly schedule.

**Class 1:3: Families in the world**

In this class they will learn how to describe their family (physical and personality traits) and talk about the relationship they have with them. They will also learn how to express topics in regards to cities, neighborhoods and houses.

**Class 1:4: Holiday options**
Student will learn about different places to vacation within the country and in Latin America and learn about the weather in different locations. You will learn about clothing and colors and likes and dislikes.

Reference material:
CIEE Buenos Aires Team Material.

Week 2 Project:
Create a slide show
Life in Buenos Aires 1. Socialising

Class 2:1 Spare time in Argentina

Students will make a survey on the most popular hobbies in the class. They will find out which are the most popular activities to do in Buenos Aires and give their opinion. Describe an sports event. Students will also learn and share their knowledge about local sports and football culture in Argentina.

Class 2:2 What's the score?

Students will find out about sports events in Buenos Aires in that given week. They will exchange information about an event and make appointments to attend. On the process of organizing the attendance to the event, they will express wishes and show agreement and disagreement. The students will plan for a hypothetical upcoming weekend holiday trip and talk about the best way to prepare for it.

Class 2:3 Sports in the media.

Media news of Argentine football teams will be addressed and current issues of local sports will be exposed. Students will watch local sports media footage as an example to later create their own
hypothetical sports program.

Class 2:4 Sports fans.

Students will create a slideshow to compare and discuss the differences in sports and outdoors activities in Argentina and the States. They will share their experience at a sports event focusing on people’s attitudes and behaviors in public venues. Students will do revision and test 1.

Reference material:
CIEE Buenos Aires Team Material.

Week 3 Project:
Master Chef Contest
Life in Buenos Aires 2. Gastronomy

Class 3:1 Food Preferences
Students will talk about the food they like and dislike and will discuss their eating habits. They also justify their decision regarding their food choices.

Class 3:2 Food and Celebrations

Students will get familiarised with the Argentine gastronomy and will learn about common ingredients and meals. They will make an ethnographic interview to research typical food of party days and celebrations in Argentina and in the States.

Class 3:3 Restaurant Behaviour

Students will learn how to order food at a restaurant using courtesy formulas. They will practise
how to complain politely at a bar/restaurant.

**Class 3: 4** Let’s cook Argentine dishes.

Students will prepare their own typical Argentine dishes to share with the class and they will explain how they had prepared them. They will talk about the ingredients they used and the usual situations those dishes are eaten.

Students will do revision and test 2.

Reference material:
CIEE Buenos Aires Team Material.

**Week 4 Project:** *Present your favorite local artist.*
Life in Buenos Aires 3. Cultural life

**Class 4:1** What’s on?

Students will get familiarised with the cultural scene in Buenos Aires and they will learn some vocabulary/expressions related to cinema, theatre and performing arts. They will make plans to attend a cultural event in Buenos Aires. They will give and follow directions about how to get there practising formal and informal commands.

**Class 4:2** What did you do during the weekend?

Students will describe their experience in the Buenos Aires cultural scene reviewing the use of past tenses. They will also write a short story based on the Argentinian film *Herencia* by Paula Hernández.

**Class 4:3** Argentine tunes
Students will research and learn about famous musicians in Buenos Aires. They will categorize and compare different kinds of music. They will also discuss Argentine songs and musicians’ biographies.

Class 4:4 My favorite artist

Students will present their favorite local artist (musician, painter, actor, etc). They will talk about their work and their live and the impact they have on the local cultural scene. Students will do revision and test 3.

Reference material:
CIEE Buenos Aires Team Material.

Week 5 Project: Create a travel diary
My experience in Buenos Aires. My memories

Class 5:1 Best moments in Buenos Aires

Students will share information and interview their partners about their stay in Buenos Aires (eg. Places they have visited, food, best moments, etc) (Revision: time expressions, preterit and imperfect, linking words). They will make a list with the top 5 moments and justify why they had chosen them. They will share their impressions with the rest of the class.

Class 5:2 Travel and changes

Students will create a comic strip/short story about an unexpected experience in Buenos Aires and will share it with the class. They will be asked to reflect upon the ways their stay in Buenos Aires
have changed them.

**Class 5:3**  
Discovering new places

Students will tell about their trips (in Argentina or elsewhere) and will talk about the impact of travelling on them. They will share information about different locations around the area and their most important traits (economy, culture, traditions, etc).

**Class 5:4**  
Our experiences in Argentina

Student will present their digital travel diaries including texts and images.  
Students will do revision and test 4  
Reference material: CIEE Buenos Aires Team Material.

**Week 6 Project:** *Create a visual presentation about the future.*  
After Buenos Aires. My plans

**Class 6:1**  
Last call

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 justify their opinions. (Future tense, justifications ‘porque’…)

**Class 6:2**  
I would like to....

Student will make a personal statement about their life. (Voy a/quiero+infinitivo/me gustaría +infinitivo).

**Class 6:3**  
Our world in the future

Students will make hypothesis about environmental and social issues in the future. They will
discuss Argentina current social and environmental situation. They will explore different topics in media and commercials.

Class 6:4 From now on

Student will present a short film or another visual project linking their past experiences and their hypothetical future after their stay in Buenos Aires. Students will do revision and final test

Reference material: CIEE Buenos Aires Team Material.

**Course Material**

Material will be provided by CIEE Buenos Aires: CIEE material, Aula del Sur 1, Gramática Básica para el Estudiante de Español (reference grammar book), resources on the Internet; booklet with key grammar points and other relevant information. Argentinian newspapers, magazines and movies.

**Readings**

Specially done material by CIEE Buenos Aires staff based on the following bibliography:


**Online Resources**


