Course name: Spanish Language - Advanced II
Course number: SPAN 3002 BAAR
Programs offering course: Buenos Aires Open Campus
Open Campus track: Language, Literature and Culture
Language of instruction: Spanish
U.S. semester credits: 3
Contact hours: 60
Term: Spring 2018

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 four 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. Participation 16%
2. Daily Homework 16%
3. Oral Presentations and Written Weekly Projects (6) 25%
4. Weekly Quizzes (6) 18%
5. Final Exam (Oral and Written) 25%
TOTAL 100%

**Course Requirements**

**Daily Homework**
Students will be given written homework on a daily basis to reinforce the grammatical and lexical topics covered in the classroom. Assignments will be checked by the instructor in class. 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.

**Weekly Projects**
Students will carry out a short research project based on their selection 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.

Weekly Assessments
At the end of each week, students will have to sit a quiz in which they will be tested on the grammatical and lexical content of the week. Each of the weekly assessments will count for the final grade.

Final Exam
All language skills (oral and written expression, comprehension and interaction. The exam will cover all four skills. In the first part, a text according to the topics seen in class will be submitted to test out global and local comprehension and to carry out reformulations. In the second part, work will be done with an audio or audiovisual input from which listen comprehension will be verified. This will be an input to perform a written task with instructions that will delimit discursive genre, purpose of the text and linguistic requirements. Finally, an oral interaction will be proposed in pairs in which the debate takes part.

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 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:

<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>
</tr>
<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 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 Orientation Week

Class 1:1 Introductions I

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. There will be an introductory lecture on language variations and language dialects, with a focus on Argentina and Latin America.

Resource:

Class 1:2 Introductions II

Students will practice how to talk about characteristics of their family history: origins, customs, professions. *Ser* and *estar*. Verbs like *gustar*.

Class 1:3 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.

Class 1:4 Weekly Wrap-Up

Students will complete the Weekly Assessment and present their Weekly Project.

❖ Weekly Project due:
Life in Buenos Aires: 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 geography
Week 2

Class 2:1 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.

Reading:

Class 2:2: 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.

Videos:

Class 2:3 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.

Class 2:4 Weekly Wrap-up
Students will complete the Weekly Assessment and present their Weekly Project.

- Weekly Project due:
  Borders and Stereotypes
  Write an article about your findings as you have explored Argentinian culture.

**Week 3**

**Class 3:1** 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.

Resource:

**Class 3:2** 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.

Resources:

**Class 3:3** 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.

**Class 3:4** Weekly Wrap-up

Students will complete the Weekly Assessment and present their Weekly Project.
Weekly Project due:
A Petition
Send a petition to change.org to modify working timetables in Argentina.

Week 4

Class 4:1 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.

Resource:

Class 4:2 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.

Class 4:3 Gender and the Internet

Students will discuss about gender inequality on the Internet. Gerund, participle and infinitive will be revised.

Class 4:4 Weekly Wrap-up

Students will complete the Weekly Assessment and present their Weekly Project.

Weekly Project due:
Gender Equality
Create an awareness campaign for gender equality applied to the porteño context.
Week 5

Class 5:1  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.

Resources:


Class 5:2  Historical Memory

Students will learn about the history of dictatorships in Argentina and other Latin American countries by reading a selection of film reviews. They will analyze the structure of a film review. Passive structures will be revised.

Class 5:3  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.

Class 4:4  Weekly Wrap-up

Students will complete the Weekly Assessment and present their Weekly Project.

❖ Weekly Project due:
A Film Review
Write a review about an Argentinean film dealing with the recent history of Argentina

Week 6

Class 6:1  A Formal Speech
Students will do an analysis of discursive structures as a way of preparing to deliver a speech in Spanish.

Resources:

Class 6:2: A Speech

Students will prepare and present a speech about one of the topics covered in the course.

Class 6:3: Review Session

In this session students will have the opportunity to review, and clarify if necessary, the grammar, vocabulary and structures explored throughout the course in preparation for the Final Exam.

Class 6:4 Weekly Wrap-up

Students will complete the Final Exam and present their Weekly Project.

- Weekly Project due:
  A Portfolio
  Create a portfolio for sharing your experience in Buenos Aires and the course.

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: grammar and vocabulary exercises. Resources from the Internet, such as articles from Argentine and Latin American newspapers, relevant sites, videos, etc.

Reference

Readings

**Online Resources**