



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

<b>Course name:</b>	Advanced Spanish I: Reading and Writing Workshop Taller de Lectura y Escritura
<b>Course number:</b>	SPAN 3012 AFSP
<b>Programs offering course:</b>	Buenos Aires Liberal Arts
<b>Language of instruction:</b>	Spanish
<b>U.S. Semester Credits:</b>	2
<b>Contact Hours:</b>	30
<b>Term:</b>	Spring 2019

### **Course Description**

Reading & Writing Workshop creates an environment where students can acquire skills, along with fluency, confidence, and desire to see themselves as future critics and writers. Students in this course, are put in charge and are actively involved with creating their own texts while the teacher role is to provide them with readings, modeling their own writing processes, conferring with students one-to-one, and offering timely mini-lessons as students work.

### **Learning Objectives**

- Actively learn and use the characteristics of written *Rioplatense* Spanish
- Create written texts that efficiently express in Spanish.
- Produce grammatically, discursively and contextually adequate written texts.

### **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 Spanish grammar and culture and embark on reading challenging academic texts and audiovisual productions.

### **Methods of Instruction**

The Advanced Spanish I Reading and Writing Workshop meets once a week for 2 hours over the course of 15 weeks. Students will work with class materials specially designed and prepared by the instructors to develop reading and writing techniques.

During the classes, students will read texts, they will reflect on the textual resources used, and they will produce their own texts. At the end of each class, they should be able to produce and hand in a text. Working with errors made by students and difficulties they have in writing is fundamental to the writing process throughout the semester.

Handing in these daily written tasks is significant, as it will permit students to produce texts in times more prolonged than that of one class period. Day-to-day work and participation in class are fundamental to the successful completion of the course.



## **Assessment and Final Grade**

1. Participation	20 %
2. Daily Homework	10 %
3. Biweekly assignments (5)	30 %
4. Midterm & Quizzes (2)	20 %
5. Final written production (1) and oral presentation (1)	20 %
TOTAL	100%

### **Daily Homework**

Students will be given written homework to reinforce the grammatical and lexical topics covered in the classroom and will be checked by the instructor in class. When homework must be turned in, no extension can be granted. Failing to complete their daily homework will result in a lower final grade for the course.

### **Biweekly Assignments**

Every two weeks students complete a short-written project, which they will present to the class through an oral presentation at the end of the respective week. 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 for the course.

### **Quizzes (2) & Midterm**

Students will have to sit two quizzes and one midterm exam where they will be assessed on the grammatical and lexical content.

### **Final Exam**

The Final test that will take place in the last week of the course covers the four skills of language learning: speaking, listening, reading, writing.

### **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. 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.

### **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 added when needed, in order to apply the structures learned in the classroom and thereby increase exposure to real linguistic situations.

<b>Week 1</b>	Orientation Week Introduction to class Reference material: Ciece Buenos Aires Team Material (Unit 1)
<b>Week 2</b>	Describing images Writing about paintings Reference material: Ciece Buenos Aires Team Material (Unit 2) Due: Biweekly Project
<b>Week 3</b>	Describing places Writing about pictures Reference material: Ciece Buenos Aires Team Material (Unit 3)
<b>Week 4</b>	Telling the past Writing past stories Reference material: Ciece Buenos Aires Team Material (Unit 4) Due: Biweekly Project; Quiz 1



<b>Week 5</b>	Biography Writing the biography of an artist Reference material: Ciee Buenos Aires Team Material (Unit 5)
<b>Week 6</b>	Narration Summarizing ideas Reference material: Ciee Buenos Aires Team Material (Unit 6) Due: Biweekly Project
<b>Week 7</b>	Field trip: <i>Museo Xul Solar</i>
<b>Week 8</b>	Midterm
<b>Week 9</b>	Subjunctive mode in writing structures Reference material: Ciee Buenos Aires Team Material (Unit 7)
<b>Week 10</b>	Subjunctive mode in writing structures Reference material: Ciee Buenos Aires Team Material (Unit 8) Due: Biweekly Project
<b>Week 11</b>	Writing informal letters Strategies for asking and answering questions Reference material: Ciee Buenos Aires Team Material (Unit 9)
<b>Week 12</b>	Writing formal letters Formal written speech Reference material: Ciee Buenos Aires Team Material (Unit 10) Due: Biweekly Project,; Quiz 2
<b>Week 13</b>	Reporting news Interviews & surveys Reference material: Ciee Buenos Aires Team Material (Unit 12)
<b>Week 14</b>	Recognizing the many voices in a text Reference material: Ciee Buenos Aires Team Material (Unit 13)
<b>Week 15</b>	Final Exam and presentation Portfolio

### **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 Material**

- Alvarado, Maite - YEANNOTEGUY, Alicia. *La escritura y sus formas discursivas. Curso introductorio*. Buenos Aires: Eudeba, 1999.
- Alvarado, Maite. *Paratexto*, Enciclopedia Semiológica, Buenos Aires: Eudeba, 1994.
- Ciapuscio, Guiomar, "La expresión de tema en los textos de divulgación científica" en Rev. "Analecta Malacitana. Revista de la sección de Filología de la facultad de Filosofía y Letras, Vol. XIV, 2, Universidad de Málaga, 1991.
- Ciapuscio, Guiomar, *Tipos textuales*, Enciclopedia Semiológica., Buenos Aires, Instituto de lingüística FyL, Cátedra de Semiología, Ciclo Básico Común, UBA, 1994.
- Cortés, M. - Bollini, R. *Leer para escribir. Una propuesta para la enseñanza de la lengua*, Buenos Aires: El Hacedor, 1994.
- Klein, Irene (coord.). *El taller del escritor universitario*, Buenos Aires: Prometeo Libros, 2007.
- Nogueira, Sylvia (Coord.). *Manual de lectura y escritura universitaria. Prácticas de taller*, Buenos Aires: Editorial Biblos, 2005.
- Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006. Print.
- Reale, Analía; *Comprensión y producción de textos. Cuaderno de lectura y consignas de trabajo*. Bernal: UNQ, 2007.
- Zorraquino Martín, - Portolés, J. "Los marcadores del discurso" en *Gramática descriptiva de la lengua española*, I. Bosque y V. Demonte, Madrid: Espasa, 1999.