



CIEE Global Institute Buenos Aires, Argentina

Course name:	Advanced Spanish II: Academic Production Workshop Taller de Estrategias para la producción académica
Course number:	SPAN 3022 AFSP
Programs offering course:	Buenos Aires Liberal Arts
Language of instruction:	Spanish
U.S. Semester Credits:	2
Contact Hours:	30
Term:	Spring 2019

Course Description

This course is designed to let students deal with Spanish academic discourse conventions. Reading comprehension and writing skills will be mainly developed during the course, though students are expected to interact orally in order to discuss topics covered in the course as well as interpretations about readings and their written production.

Learning Objectives

Students should:

- Recognize the discursive strategies of texts read in order to ensure the comprehension of complex texts.
- Recognize the predominant plots and present subsidiaries in the texts, such as the characteristics of academic discourse in Spanish.
- Produce formal texts and grammatical, academic, discursive and contextually adequate texts.
- Introduce in the texts external statements and paratextual elements, according to the typical procedure of academic texts.
- Link knowledge of the grammatical system with the organization of formal discourses in general and in the academic environment in particular.

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, and for heritage Spanish speakers who have not formalized their study of the Spanish language. 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

During classes, we will work with original didactic materials. The course is focused on the comprehensive reading and written production of texts. Different discursive genres of academic and professional circulation will be selected so that the student can put him or herself in contact with academics and professionals through comprehension and production.



Furthermore, the oral discussion of academic and professional themes will be contributed through different written texts and audiovisual materials as well as out-of-class activities, as a form of generating ideas that serve as a source for writing.

With the objective of developing correction strategies of written productions, activities of texts assessment will also be carried out.

Assessment and Final Grade

1. Written Production (1) 20 %
2. Written Production (2) 20 %
3. Final Written Production 30 %
4. Final Portfolio 10%
5. Participation 20 %

Written Production (1)

Students will have to produce a written piece completed outside of class. This piece will be focused on one of the communicative functions and discursive genres seen in the first part of the course: expositive genres (summaries and academic texts). The length will be between 1500 and 1750 words. A first draft and a reviewed and corrected final version will be handed-in.

Written Production (2)

Students will have to produce a written piece completed outside of class. This piece will be focused on one of the communicative functions and discursive genres seen in the first part of the course: argumentative and expositive texts. The length will be between 1500 and 2000 words. A first draft and a reviewed and corrected final version will be handed-in.

Final Exam

The final exam will be an argumentative text about a topic previously discussed and selected with the instructor. The piece will present different voices of different texts and will illustrate the different perspectives of a given theme. The length will be between 2500-3000 words.

Final Portfolio

The final portfolio is the gathering of all the corrected versions of the works done during the course. These pieces will be handed-in as a final version after assessment and correction done by the instructor and conscious correction of the students. All versions of the text will be handed in in the final portfolio.

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 to reinforce the grammatical and lexical topics covered in the classroom and will be checked by the instructor in class. All daily homework activities will be assessed as a meaningful way of student's commitment to the course and as a way of showing their participation.

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

Weekly Schedule

Week 1	Introduction to Spanish academic discourse characteristics Connection between reading and writing Reference material: Ciece Buenos Aires Team Material (Unit 1)
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Week 2	Reading comprehension Recognition of paratextual elements Summary Reference material: Ciee Buenos Aires Team Material (Unit 2)
Week 3	Poliphony in written academic discourse Direct and indirect speech Reference material: Ciee Buenos Aires Team Material (Unit 3)
Week 4	Oral and written discourse Spelling and punctuation Reference material: Ciee Buenos Aires Team Material (Unit 4)
Week 5	Impersonal language in Spanish academic discourse Strategies of cohesion in written discourse Reference material: Ciee Buenos Aires Team Material (Unit 5)
Week 6	Different textual frames: narrative, exhibitiv-explicative and argumentative Reference material: Ciee Buenos Aires Team Material (Unit 6)
	Due: Written Project 1 (Draft)
Week 7	Explicative texts Introduction and Conclusion Reference material: Ciee Buenos Aires Team Material (Unit 7)
Week 8	Strategies in explicative texts Reference material: Ciee Buenos Aires Team Material (Unit 8)
	Due: Written Project 1 (Final)
Week 9	Argumentative texts vs explicative texts Determination of the addressee and communicative purpose Reference material: Ciee Buenos Aires Team Material (Unit 9)
Week 10	Out-of-classroom activity Critical review writing
	Due: Written Project 2 (Draft)
Week 11	Strategies in argumentative texts Expression of modality Reference material: Ciee Buenos Aires Team Material (Unit 10)



Week 12 Writing against the other: controversy and debate
Reference material: Ciee Buenos Aires Team Material (Unit 11)

Due: Written Project 2 (Final)

Week 13 Audiovisual materials as source of writing
Reference material: Ciee Buenos Aires Team Material (Unit 12)

Week 14 Planning of final written project
Revision of students' drafts.

Week 15 Feedback & Revision of students' portfolio

Due: Final written project & 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

Arnoux, Elvira, et al. *Prácticas de lectura y escritura en la universidad*. Buenos Aires: Ciclo Básico Común, UBA, 2001. Print.

Carlino, Carla. "Prácticas y representaciones de la escritura en la universidad: el caso de Australia, Canadá, EEUU y Argentina". Trabajo presentado en el I Congreso Nacional de Estudios Comparados en Educación. Buenos Aires, noviembre de 2005.

Ciapuscio, Guiomar y Otañi, Isabel. "Las conclusiones de los artículos de investigación desde una perspectiva contrastiva". *Revista del Instituto de Investigaciones Lingüísticas y Literarias* 15, 2002: 117-133.

Connor, Ulla. *Contrastive Rhetoric: Cross-cultural aspects of second language writing*. Cambridge: Cambridge University Press, 1996. Cambridge Applied Linguistic Series.

Connor, Ulla, Nagelhout, Ed and Rozycki, William, eds. *Contrastive Rhetoric: Reaching to intercultural rhetoric*. Amsterdam: John Benjamins Publishing Co, 2008.

Cassany, Daniel. "Sobre las fronteras retóricas del español escrito. Universitat Pompeu Fabra". *CUADERNOS COMILLAS* (2011): 1.



Calsamiglia Blancafort, H. and Tusón Valls, A. *Las cosas del decir. Manual de análisis del discurso*. Barcelona: Ed. Ariel, 1999.

Gallardo, Susana. "La monografía universitaria como aprendizaje para la producción de artículos científicos". *Español con fines académicos*. Vázquez, Graciela, ed. Madrid: Edinumen, 2005.

García Negroni, María Marta, et al. "Ambigüedad, abstracción y polifonía del discurso académico: interpretación de las nominalizaciones". *Revista Signos* (2005): 49-60.

Montolío, Estrella. *Manual práctico de escritura académica*. Barcelona: Ed. Ariel, 2000.

Ed. Klein, Irene. *El taller del escritor universitario*. Buenos Aires: Prometeo Libros, 2007.

Odlin, Terence, "Cross-Linguistic Influence". Doughty, C., and Long, M., eds. *The Handbook of Second Language Acquisition*. Oxford: Blackwell, 2005.

Padilla de Zerdán, Constanza. "Exposición, explicación y argumentación en el discurso académico escrito en español". En Vázquez, Graciela (coord.) (2005). *Español con fines académicos*. Madrid, Edinumen.

Romaine, Suzanne. "Variation". En Doughty, C. and Long, M. (eds.) (2005). *The Handbook of Second Language Acquisition*. Blackwell, p. 409-435.

Rossi-Landi, Ferruccio (1974). *Ideologías de la relatividad lingüística*. Buenos Aires, Ediciones Nueva Visión. (Publicado originalmente en Italia en 1972).

Vázquez, Graciela (coord.) (2001). *Guía didáctica del discurso académico escrito. Cómo se escribe una monografía*. Madrid, Edinumen.