



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

<b>Course name:</b>	Post-Advanced Spanish I: Grammar Workshop Taller de Gramática avanzada
<b>Course number:</b>	SPAN 4300 AFSP
<b>Programs offering course:</b>	Buenos Aires Liberal Arts
<b>Language of instruction:</b>	Spanish
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Spring 2019

### **Course Description**

This course is intended for students with an advanced academic level of Spanish language proficiency and will focus on specific grammar points which are often more difficult for a non-native Spanish speaker. A grammar diagnostic will be given in the first class to identify areas for improvement. The course will include a quick review of some of the basic and common elements of Spanish grammar; however, the specific emphasis and focus of instruction is on advanced grammatical concepts in Spanish in both the written and oral forms.

### **Learning Objectives**

- Deepen their knowledge of previous grammatical concepts.
- Understand and apply the relationship between the grammatical structure and diversity of method and meaning.
- Be able to operate effectively in the different registers of language.

### **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**

This course will have a total duration of 15 weeks. Each class will be given in a three-hour module. We will work with original didactic material specially designed for this course by the instructor. The activities that will be developed throughout the class complete the development of all the linguistic skills: oral and written expression and reading and audiovisual comprehension. We will use songs, films and advertisements.



## **Assessment and Final Grade**

1. Quizzes (3)	15%
2. Written Tests (2)	20%
3. Oral Presentation	20%
4. Final Written Exam	25%
5. Participation	20%

## **Course Requirements**

### **Quizzes (3)**

Students will have to take 3 quizzes where they will be assessed on the grammatical and lexical content. Quizzes will not take more than 30 minutes and will be on topics covered during the course.

### **Written Tests (2)**

Students will have to sit two written tests completed in class. The written test will be specially focused on the written component of the Spanish Language. Students will have to comprehend and produce a written text. The length of the longest piece will be 1000.

### **Oral Presentation**

Students will have to deliver an oral presentation (15 minutes) with a multimedial complement on a given subject selected by the student and approved by the instructor. The presentation should be well organized and correctly delivered, paying special attention to the oral component of language learning.

### **Final Exam**

The Final exam will take place in the last week of the course and will cover the four skills of language learning: speaking, listening, reading, writing. Students will have to comprehend and produce a written text and an audiovisual production. The length of the longest piece will be 1500 words.

### **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.

<b>Week 1</b>	Orientation Week Introduction to class Diagnostic exercises Reference material: Ciee Buenos Aires Team Material (Unit 1)
<b>Week 2</b>	Mandatory Subjunctive Request expressions and suggestions forms Reference material: Ciee Buenos Aires Team Material (Unit 2)
<b>Week 3</b>	Indicative vs Subjunctive Opinions and desires



Reference material: Ciee Buenos Aires Team Material (Unit 3)

**Week 4** Adjective and temporal clauses.  
Reference material: Ciee Buenos Aires Team Material (Unit 4)

**Due: Quiz 1**

**Week 5** Hypothetical clauses  
Concessive clauses  
Reference material: Ciee Buenos Aires Team Material (Unit 5)

**Week 6** Indicative vs Subjunctive  
Mental process clauses  
Reference material: Ciee Buenos Aires Team Material (Unit 6)

**Due: Quiz 2**

**Week 7** **Due: Written test**

**Week 8** Argumentative discourse  
Argumentative connectors  
Oral presentations tips  
Reference material: Ciee Buenos Aires Team Material (Unit 7)

**Week 9** **Due: Oral presentations**

**Week 10** Reported speech: the other's voice in storytelling and argumentation  
Reference material: Ciee Buenos Aires Team Material (Unit 8)

**Week 11** Prepositions. The use of para and por in combination with ser and estar  
Reference material: Ciee Buenos Aires Team Material (Unit 9)

**Due: Quiz 3**

**Week 12** The uses of se: passive, reflexive and impersonal pronoun  
Reference material: Ciee Buenos Aires Team Material (Unit 10)

**Week 13** **Due: Written test**

**Week 14** Future and conditional tenses  
Expressing possibility  
Reference material: Ciee Buenos Aires Team Material (Unit 10)

**Week 15** **Final test**



## **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.

## ***Readings***

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

Cortés, M. y Bollini, R. *Leer para escribir. Una propuesta para la enseñanza de la lengua*. Buenos Aires: El Hacedor, 1994.

Cortés, Marina, “Estrategias basadas en la reformulación” en módulo *Estrategias de Enseñanza para la Lengua*, publicación de la Universidad Virtual de Quilmes para la carrera de Educación, año 2000.

García Negroni, María et al. “Ambigüedad, abstracción y polifonía del discurso académico: Interpretación de las nominalizaciones”, en *Revista Signos* 2005, pp. 49-60.

Martín Zorraquino, M. y Portolés, J. “Los marcadores del discurso” en *Gramática descriptiva de la lengua española*, I. Bosque y V. Demonte. Madrid: Espasa, 1999.

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

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

Reale, Analía. *Comprensión y producción de textos. Cuaderno de lectura y consignas de trabajo*. Bernal: UNQ, 2007.