



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

<b>Course name:</b>	Post-Advanced Spanish I: Academic and Professional Speech Workshop / Taller de escritura académica
<b>Course number:</b>	SPAN 4302 AFSP
<b>Programs offering course:</b>	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 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 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 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.

### **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**

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 matters 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.	Participation	20 %
2.	Daily Assignments	10 %
3.	Biweekly assignments (5)	30 %
4.	Exams (2) and quizzes (2)	20 %
5.	Final written production (1) and oral presentation (1)	20 %
	TOTAL	100%

Written work should be typed on a sheet of paper (double space) and they will be submitted as scheduled. Works late submitted will be marked down 15 %. No course work will be accepted after the last day of class.

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

### **Week 1**

Introduction to Spanish academic discourse characteristics  
Reading comprehension.

Speech genres and function of paratextual elements

Relation and differences between the informal and formal registers in written texts.

Reference material: CIEE Buenos Aires Team Material (Unit 1)



<b>Week 2</b>	Specific lexical fields: extension and dominion in different discursive registers Key words in the academic and professional discourses Spelling and punctuation Reference material: Ciece Buenos Aires Team Material (Unit 2)
<b>Week 3</b>	Explicative texts in different speech genres Strategies in explicative texts Reference material: Ciece Buenos Aires Team Material (Unit 3)
<b>Week 4</b>	Abstract Poliphony in written academic discourse Direct and indirect speech Reference material: Ciece Buenos Aires Team Material (Unit 4)
<b>Week 5</b>	Deeper understanding of linguistic and communicative resources through the strategic use of textual frames Writing as a plan and process: determination of the addressee and communicative purpose Reference material: Ciece Buenos Aires Team Material (Unit 5)
<b>Week 6</b>	The dominion of the critical apparatus: formal resources Strategies of cohesion in written discourse Application of strategies of extension, reduction and elaboration. First mid-term written project submission– Draft
<b>Week 7</b>	Research reading Introduction and Conclusion Reference material: Ciece Buenos Aires Team Material (Unit 6)
<b>Week 8:</b>	First mid-term written project submission – Final version
<b>Week 9:</b>	Argumentative texts vs explicative texts Determination of the addressee and communicative purpose
<b>Week 10:</b>	Out-of-classroom activity



Critical review writing  
Second-mid-term written project submission – Draft

**Week 11:** The introduction of controversy and debate in written texts.  
Strategies in argumentative texts  
Expression of modality

**Week 12:** Writing against the other: controversy and debate  
Second-mid-term written project submission – Final version

**Week 13:** Audiovisual materials as source of writing

**Week 14:** Planning of final written project  
Revision of students' drafts

**Week 15:** Revision of students' portfolio  
Final written project submission

### **Readings**

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.