



CIEE Global Institute Buenos Aires, Argentina

Course name:	Beginning Spanish Language II Reading and Writing Workshop
Course number:	SPAN 1010 BAAR
Programs offering course:	Summer Spanish Language Program
Language of instruction:	Spanish
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Summer 2019

Course Description

Reading and Writing in Context Workshop creates an environment where students can acquire skills, along with the fluency, confidence, and desire to see themselves as future readers and writers in Spanish. Students are put in charge and are actively involved in creating their own texts while the professor provides them with readings, modeling their own writing processes, and conferring with students one-on-one, per peer review and in small groups. Spanish Beginner II students will be exposed to authentic material and assigned to create texts in a specific genre and for a specific audience. These will comprise postcards, diaries, travel blog entries, film and food reviews, short stories, poems and songs, amongst other activities according to their experience in Buenos Aires.

Learning Objectives

- Actively learn and use the characteristics of written Spanish for describing, comparing and narrating.
- Be able to establish effective written communication in Spanish in short informative and narrative forms.
- Produce grammatically, discursively and contextually adequate written texts.
- Take part in the creative process of writing and estimate the role that the social environment plays.
- Compose texts in different discursive genres and with different communicative objectives, such as travel blog entries, film and food reviews, short stories, poems and songs, amongst others.
- Critically value the features of Argentinean literature and poetry to best design own creative texts.

Course Prerequisites

This course is designed for students with one to two semesters of college-level Spanish, or the equivalent as determined by a placement test.

Methods of Instruction

To reach the objectives of the course with the help and guidance from their professor, students will work with class materials specially designed and prepared by the instructors to develop



reading and writing techniques. Throughout the course, students will be exposed to authentic texts and will be given different reading tasks to carry out in class or for homework. Students will also be encouraged to reflect on the textual resources used, and produce their own texts. Distinct discursive genres will be selected so that the students can gain access to a variety of sociocultural productions so that they can appreciate the different channels of text creation and circulation. Furthermore, the grammatical and lexical component will be addressed when needed to satisfy not only communicative needs but also academic and professional demands.

Assessment and Final Grade

1.	Participation	20 %
2.	Daily Assignments	20 %
3.	Weekly reading & writing assignments (7)	40 %
4.	Final written production (1)	20 %
	TOTAL	100%

Course Requirements

Daily Assignments

Students will be given reading and writing tasks on a daily basis to develop their reading and writing skills. Assignments will be submitted through Canvas and checked by the instructor in class or outside 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 reading and writing assignments

Students will carry out reading and writing assignments on a weekly basis. These tasks will vary in topic, type of texts and reading subskills and may require student's selection and research from a list of sources provided by the instructor. Students will be graded according to the following criteria: fulfillment of task, relevance of content, adequacy to the discursive genre, coherence and cohesion, grammar correction, mechanics mastery and on the variety and appropriateness of vocabulary selection. These assignments will be stipulated in advance by the instructor, they will be presented in class along with a model and will vary in discourse type and length. The length of the texts will vary from 400 to 800 words.

Final written production

The final written production will be an extensive piece of written text. This text must be grammatically, discursively and contextually adequate in accordance to the readings and writing discourse types covered throughout the course. This piece of written text will be evaluated based on a detailed rubric that portrays fulfillment of task, relevance of content, adequacy to the discursive type, coherence and cohesion, grammar correction, mechanics mastery and variation and appropriateness of vocabulary selection. The final written production will be 1500-1750 words long.

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 (in class and on Canvas), 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 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, the co-curricular activities may vary according to local schedules and to best apply the structures learned in the classroom and thereby increase exposure to real linguistic situations.

Week 1

1:1 Introduction to the Spanish of the River Plate region.

Discursive Genre: postcards. 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 *Rioplataense* region and other Spanish-speaking regions. Description and location of places, building and monuments. Adjectives. Gender and number agreement.



Students will learn about the different neighborhoods in the city of Buenos Aires.
Reference material: "Monumentos de Buenos Aires". Sitio de turismo de la ciudad.

1:2 Postcards from Buenos Aires.

Description of places in the city, monuments, parks and other public places as well as describing states of mind and feelings will be covered.

Students will read different tourist brochures, travel diaries and blogs and information sites on the city and identify and locate places both in maps and walking around.

Weekly assignment due: After reading the material assigned, take a picture and describe where you are, what you can see and how you feel in your traveling blog, according to the instructors' specifications.

Week 2

2:1 Travel plans in Argentina

Discursive Genre: outline of travel plans: Students will learn about Argentina and its different regions, national parks, natural attractions and customs. Students will read different tourist brochures, travel diaries and blogs and information sites on Argentina and identify and locate places in maps.

Accommodation, tourist attractions, excursions and travel transport types will be covered.

2:2 A trip to Patagonia.

Students will choose a trip to Patagonia, based on information provided by the instructor, such as time, budget, etc. Students will plan the trip with details such as accommodation, transport, budget, excursions, etc.

Weekly assignment due: Write out your travel plans to visit Patagonia, in detail, in your travel blog, according to the instructors' specifications.

Week 3

3:1 Sports in Argentina.

Discursive Genre: informative text: Students will read about the most popular sports in Argentina in newspapers and specialized magazines and websites.

Students will be introduced to the life of various sport personalities.

3:2 Argentineans and sports.

Sports and the family. Sports in daily life.

Co-curricular Activity 1: watch a sport, live or on TV, in the company of Argentineans, it could be in a bar or restaurant. The instructor will provide the tools necessary to plan this activity. Take part and observe. Use this information in your Weekly assignment.

Text: *La mujer argentina y el fútbol*, de Hernán Casciari.

Weekly assignment due: Write an entry in your travel blog, according to the instructors' specifications, about sports in Argentina and how Argentineans live this sport. Compare to your own culture.

Week 4

4:1 The show must go on

Discursive Genre: film review. Students will read about films and plays in the city. Film and play genres, the show industry and the life of celebrities will be covered. Students will watch extracts from TV series and soap operas.

4:2 Let's watch a play or a film this weekend

Students will read the local guides for cinema and theatre and decide on a film or play to go and see. Movie trailers, specialized magazines and websites, weekend guides and friend recommendations will be used in class.

Weekly assignment due: Write a review of the film you watched or play you attended for your travel blog according to the instructors' specifications. Compare this to previous experiences.

Week 5

5:1 Let's talk about food.

Discursive Genre: recipes. Students will read about different types of food and traditions around food in Argentina. Meals, dishes, food and the social interactions around food will be covered. Local dishes and delicacies of the different regions.

5:2 Cooking time.

Students will read recipes, brochures and books on local food. Ingredients, herbs, spices, vegetables and meats will be covered.

Weekly assignment due: Write the recipe and history of a local dish in your travel blog according to the instructors' specifications. Compare to your own culture.

Week 6

6:1 Restaurants and bars.

Discursive Genre: restaurant review. Students will read about different restaurants and cuisine in Buenos Aires. *Polos gastronómicos*. Ethnic, local and fusion food. Neighborhoods and areas of gourmet development in the city.

6:2 The culture of eating out.

Meetings and social interactions around food. Food markets and the *barrio chino*. Co-curricular Activity 2: experience a restaurant that has been recommended to you or that you have chosen after reading a review. The instructor will provide the tools necessary to plan this activity. Take part and observe. Use this information in your assignment.

Weekly assignment due: Write a restaurant review in your travel blog according to the instructors' specifications. Compare with your own culture.

Week 7

7:1 Music and dance

Discursive Genre: poem. Students will read about music in Argentina. Tango, folklore and *rock nacional*. Music genres and origins. Music to sing and to dance. Outstanding musicians and singers from Argentina.



7:2 Singing a song

Students will listen to songs and read their lyrics. Students will interpret the songs and decode their message.

Weekly assignment due: Write a poem for a song in your travel blog, according to the instructors' specifications. Compare with your own music and songs.

Week 8

8:1 Travel diary

Students will read travel diaries, travel blogs and specialized magazines and websites. Stories about life changing experiences and self-discovery will be covered.

8:2 Travel anecdotes

Stories about travels and travel anecdotes. Coincidences and chances when traveling.

Final written assignment due: In class, write a story about your stay in Buenos Aires and your travels in Argentina and the region in your travel blog, according to the instructors' specifications. Include anecdotes and as much attention to detail as possible. Use a mixture of some of the types of text covered in the course.

Course Material

A reader containing the course syllabus, cultural and oral program, exercises, and methodological recommendations will be provided by CIEE. Material provided by the CIEE instructor based on the CIEE handbook. Resources from the Internet, such as articles from Spanish language newspapers, relevant sites, videos, will also be used.

Materials provided by instructor are based on the following readings, online resources and materials.

Reference Readings

- ALDEROQUI S. y PENCHANSKY P., (1998), *Guía Turística de la ciudad de Buenos Aires*
- Arias, Ana. Los primeros. Buenos Aires: Editorial Santillana, 2001. En papel.
- Aula del Sur, *Curso de español, Libro 1 y Libro 2*. Buenos Aires, Difusión, 2005.
- Barcia, Pedro. La lengua en las nuevas tecnologías. Academia Argentina de Letras. Buenos Aires: Editorial Dunken, 2007. En papel.
- Bertoni, Lilia y Romero, Luis. Los tiempos de los inmigrantes. Buenos Aires: Editorial Colihue, 1995.
- Briz, A (2008) "Los géneros discursivos en el ámbito social: la presentación", *Saber hablar*, Instituto Cervantes.
- Calsamiglia Blancafort, Helena y Tusón Valls, Amparo. *Las cosas del decir. Manual de análisis del discurso*. Barcelona: Editorial Ariel, 1999.
- Chartruc, Cecilia. MALBA. Una historia abierta. Diario La Nación, 18 de septiembre de 2016.
- Dalmaroni, Miguel (dir) y Gloria Chicote: *La investigación literaria: Problemas iniciales de una práctica*. Santa Fe, Ediciones UNL, 2009
- ETERNAUTAS (2008), *Buenos Aires tiene historia, Once itinerarios guiados por la ciudad*
- Eternautas. Buenos Aires tiene historia. Once itinerarios guiados por la ciudad. Buenos Aires: Editorial Aguilar, 2008.

- García Negroni, María (coord.) *El arte de escribir bien en español. Manual de corrección de estilo*. Buenos Aires: Edicial, 2001. En papel.
- López Varela, Raquel. *Buenos Aires. Vive y Descubre*. Editorial Everest, España 2008.
- Matte Bon, Francisco. *Gramática comunicativa del español I: De la lengua a la idea*. Madrid: Edelsa, 1995. En papel.
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- QUINO (1993), *Todo Mafalda*
- Romero, José Luis. *Breve Historia Contemporánea de la Argentina*. Buenos Aires, FCE, 2006.
- SCAGLIOTTI F., (2008), *El Libro de Oro de la Argentina*.
- Vázquez, Graciela (coord.). *Guía didáctica del discurso académico escrito. Cómo se escribe una monografía*. Madrid: Edinumen, 2001. En papel.

Reference Online Resources

- Ayuso, M. (2015) *Cómo hacer un discurso perfecto, según el escritor que se los redacta a Obama*. El confidencial, ACV. Available in: https://www.elconfidencial.com/alma-corazon-vida/2015-01-15/6-consejos-para-elaborar-un-discurso-convincente-segun-el-asesor-de-obama_621098/
- Berni, Antonio (2016). Recursos en línea. Available in: <https://www.educ.ar/recursos/131968/antonio-berni-el-artista-de-todos>
- Gallo, Carmine (2014) *Habla como TED*. Available in: <http://www.forbes.com/sites/carminegallo/2014/03/04/9-public-speaking-lessons-from-the-worlds-greatest-ted-talks/>
- Movie database and film selection. Available in: <http://cine.ar/>
- Ospina, Nicolás y Juan (2009). “Qué difícil es hablar el español”. Available in: <https://www.youtube.com/watch?v=Xyp7xt-ygy0>
- Student writing resources: <https://www.educ.ar/>
- Ministerio de Educación de la Nación Argentina. Portal educ.ar. Web. 30 de marzo de 2015. <http://www.educ.ar>.
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Reference Film & TV

- Relatos salvajes. (2014) Dir: Damián Szifrón.
- La ciénaga <http://www.youtube.com/watch?v=q9j1y6suhgY>
- El abrazo partido (2004) <https://www.youtube.com/watch?v=bGQh5OIBtgo>
- “Buena Vida Delivery” (2004) <https://www.youtube.com/watch?v=pwySMib5LXE>