



CIEE Global Institute Buenos Aires, Argentina

Course name:	Intermediate Spanish Language I Reading and Writing Workshop
Course number:	SPAN 2007 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 Intermediate I students will be exposed to authentic material and assigned to create texts in a specific genre and for a specific audience. These will comprise travel diaries, blog entries, newspaper articles, play reviews, poems and songs, argumentative texts and short stories, amongst other activities according to their experience in Buenos Aires.

Learning Objectives

- Actively learn and use the characteristics of written Spanish for describing, informing 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 diaries, blog entries, newspaper articles, play reviews, poems and songs, argumentative texts and short stories, 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 two to three 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: subjective description text. 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 *Rioplatense* 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". City tourist board.

1:2 First impressions from Buenos Aires.

Description of places in the city, monuments, parks and other public places.
Describing states of mind and feelings. Expressing surprise, awe, wonder and disappointment.

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.
Students will read extracts from different local writers describing the city and its inhabitants.

Weekly assignment due: After reading the material assigned, students will write a short text on their first impressions about the city, according to the instructors' specifications.

Week 2

2:1 Travelling in Argentina

Discursive Genre: travel diary. 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, as well as topography and landscapes vocabulary will be covered.

2:2 A trip to northern Argentina and beyond.

Students will choose a trip to Northern Argentina, 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 an imaginary travel diary of your trip to Northern Argentina, according to the instructors' specifications.

Week 3

3:1 Lifestyle in Buenos Aires.

Discursive Genre: newspaper article. Students will read about the lifestyle in the city in newspapers and specialized magazines and websites. Students will be introduced to various aspects of lifestyle and habits of the *porteño* culture.

3:2 Buenos Aires and the rest of Argentina.

Students will explore the differences in lifestyle in the capital and in other cities around the country. Students will read about social norms and customs determined by nature, weather and other factors that influence people's lifestyle.

Texts: Current articles on lifestyle and "what's on" in the city.

Weekly assignment due: Write an article for a newspaper or a specialized magazine about lifestyle in Buenos Aires (you may expand this into other cities in the country), according to your instructors' specifications. Compare to your own culture.

Week 4

4:1 Showbiz in Buenos Aires

Discursive Genre: play review. Students will read about tv, films and plays in the city. Film and play genres, the show industry and the life of celebrities will be covered. Students will read about Argentinian cinema and theatre productions, awards, Etc. Texts: current specialized articles on the local showbiz

4:2 The theatre scene in the city

Students will read the local guides and specialized articles on theatre in the city and, according to critiques and personal likes, will decide on a play or play to go and see. Movie trailers, specialized magazines and websites, weekend guides and friend recommendations.

Co-curricular Activity: attend a play in Buenos Aires. The instructor will provide the tools necessary to plan this activity. Take part and observe. Use this information in your Weekly assignment.

Weekly assignment due: Write a review of the play you attended, according to the instructors' specifications. Compare this to previous plays you have watched.

Week 5

5:1 The relationship between food and culture.

Discursive Genre: poem. Students will read about different types of food and traditions around food in different regions of Argentina. They will learn about natural products, local culinary and the influences of migratory movements.

Meals, dishes, food and the social interactions around food will be covered as well as the importance of cooking in families and with friends.

5:2 Cooking and poetry.

Students will read poems on the topic of food and meals. Figures of speech and rhetorical effects, will be studied.

Weekly assignment due: Write a poem about your favorite food or meal, according to the instructors' specifications.

Week 6

6:1 Argentinian art.

Discursive Genre: argumentative essay. Students will read about different artistic movements and expressions.

6:2 Art in the city.

Students will learn about art as a form of expression, participation and protest. Graffiti and street art will be studied as both, artistic expressions and texts. The interaction between words and images will be discussed.

Co-curricular activity 2: tour the city searching for graffiti and street art. The instructor will provide the tools necessary to plan this activity. Use this information in your Weekly

assignment.

Weekly assignment due: Write an argumentative text on the topic of art as a form of expression and social criticism, according to the instructors' specifications.

Week 7

7:1 Music and musical movements

Discursive Genre: song. Students will read about music in Argentina. Tango, folklore and *rock nacional*. Music genres and origins as well as music as a form of expression and protest will be covered. Outstanding musicians, singers and songwriters from Argentina will be studied.

7:2 Writing a song

Students will listen to songs and read their lyrics. Students will interpret the songs and decode their message. Songs to convey different type of messages will be covered. Argentinian *canción de protesta* will be studied as texts to pose social criticism and statements of justice.

Weekly assignment due: Write a poem for a song about some sort of injustice in the world and propose ideas for a change, according to your instructors' specifications.

Week 8

8:1 Different cultures, different lives

Discursive Genre: short stories. Students will read short stories of self-discovery and life changing experiences while traveling. Cultural exploration and comparisons will be covered.

8:2 Traveling to my inner world

Realization and awareness stories will be read.

Final written assignment due: In class, write a short story about your stay in Buenos Aires and your travels in Argentina, according to your instructors' specifications. Include anecdotes and explain how this experience has changed you and your vision of the world.

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.
- Matte Bon, Francisco. *Gramática comunicativa del español II: De la idea a la lengua*. Madrid: Edelsa, 1995. En papel.
- 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 Argentinidad*.
- 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>
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- 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

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- El oso rojo (2002) <https://www.youtube.com/watch?v=rfOkho5OZq4>
- Medianeras (2011) <https://www.youtube.com/watch?v=I7RdzYsomQQ>
- Verdades verdaderas (2011) https://www.youtube.com/watch?v=3Q6ipfv_1GI&t=1s
- Hacerme feriante (2010) <http://www.youtube.com/watch?v=9fejCeNcjsw>
- Tierra adentro 2010 <http://www.youtube.com/watch?v=TKmzLHBCO6A>
- Mundo grúa (Pablo Trapero) <http://www.youtube.com/watch?v=rxF6g5p6aPs>
- Elefante Blanco (Pablo Trapero) <http://www.youtube.com/watch?v=GruYqcaH20A>
- Carancho (Pablo Trapero) <http://www.youtube.com/watch?v=qBzblLcTkP0>
- La leonera (Pablo Trapero) <http://www.youtube.com/watch?v=GxyVs7P1WZY>
- El hombre de al lado (2010) <http://www.youtube.com/watch?v=s-rRi9Lc6p0>
- La ciénaga <http://www.youtube.com/watch?v=q9j1y6suhgY>
- La mujer sin cabeza <http://www.youtube.com/watch?v=to9k4MkKUY0>
- 4 de Julio <http://www.youtube.com/watch?v=vx3z5rrWdnA>
- La historia oficial <http://www.youtube.com/watch?v=drcYUIHBx1Y>
- La noche de los lápices <http://www.youtube.com/watch?v=Y41L4oZfWrg>
- La hora de los hornos (1968) <https://www.youtube.com/watch?v=gIEN7FOLsJI>
- Néstor Kirchner (2013) <https://www.youtube.com/watch?v=IF6FTAAZzk8>
- La Toma (2004) <http://www.youtube.com/watch?v=2K8XNrCuuWg>
- Memoria del saqueo (2003) <https://www.youtube.com/watch?v=GgHsLxO0oxs>
- Patagonia Rebelde (1974). <https://www.youtube.com/watch?v=9gxj5v6QcjM>
- El abrazo partido (2004) <https://www.youtube.com/watch?v=bGQh5OIBtgo>
- “Buena Vida Delivery” (2004) <https://www.youtube.com/watch?v=pwysMib5LXE>

Reference Literature

- *Facundo*, Domingo F. Sarmiento
- *Martín Fierro*, José Hernández
- *Don Segundo Sombra*, Güiraldes
- *El Matadero*, Echeverría
- *La Cautiva*, Echeverría
- *Una excursión a los indios ranqueles*, Lucio V. Mansilla
- *Mi hijo el do'tor*, Sánchez

- *Relatos*, Fray Mocho
- *Potpourri*, Cambaceres
- *En la sangre*, Cambaceres
- *Textos*, Alfonsina Storni
- *Cuentos completos*, Silvina Ocampo
- *Ficciones*, Borges
- *El Aleph*, Borges
- *La trama celeste*, Bioy Casares
- *Cuentos de la selva*, Quiroga
- *Cuentos de amor, de locura y de muerte*, Quiroga
- *El jorobadito y otros cuentos*, Roberto Arlt
- *Textos*, Salvadora Medina Onrrubia
- *“Cabecita Negra”*, Rozenmacher
- *Rayuela*, Cortázar
- *Todos los fuegos el fuego*, Cortázar
- *En Breve Cárcel*, Sylvia Molloy
- *El Beso de la mujer araña*, Puig
- *No habrá más penas ni olvidos*, Soriano
- *Cuentos Reunidos*, Hebe Uhart
- *Poesía completa*, Alejandra Pizarnik
- *Cuentos de fútbol*, Fontanarrosa
- *El Pasado*, Alan Pauls
- *El Entenado*, Saer
- *Obras de teatro*, Copi
- *Respiración Artificial*, Piglia
- *Pájaros en la boca*, Samanta Schweblin
- *La vida interior de las plantas de interior*, Patricio Pron
- *Punctum*, Gambarotta
- *Glaxo*, Hernán Ronsino
- *Lo que quedó del fuego*, Mariana Enríquez
- *Le viste la cara a Dios*, Cabezón Cámara
- *El viento que arrasa*, Selva Almada
- *Pequeña Flor*, Iosi Havilio
- *Cumpleaños*, César Aira