



CIEE Global Institute Buenos Aires, Argentina

Course name:	Advanced Spanish Conversation and Grammar
Course number:	SPAN 3001 APHU
Programs offering course:	Community Public Health, Buenos Aires, Argentina
Language of instruction:	Spanish
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Summer 2019

Course Description

This course is designed for students with five or six semesters of college-level Spanish, or the equivalent as determined by a placement test. The emphasis of the course is on developing writing and conversational skills to overcome the needs of having formal and informal communication, consolidating the concepts of the Public Health discourse, and writing academic and professional papers in Spanish.

By the end of this course, students should be able to express their point of view on a professional and academic theme using argumentative structures and abstract subjects in a formal oral presentation. They should also be able to express in a written form a well-constructed and coherent essay on a Public Health subject of specific interest developed during a month. They should be able to master varied kinds of discourses, including formal and informal language, Spanish wit and turns of phrase, as well as argumentative and expository language.

Learning Objectives

- Demonstrate linguistic and communicative competences of the Spanish language in informal and formal situations and contexts.
- Develop a deeper understanding of the Spanish grammar, syntax and vocabulary and demonstrate proper use in context.
- Produce oral and written texts that are grammatically, discursively and contextually adequate to higher education academic and professional standards.
- Create clear and well-structured expository, informational and argumentative texts on subjects related to fieldwork, study cases addressed in the courses and critical concepts of the Public Health Program.
- Take part in critical, professional and academic conversation and written expression, as per the requests of the programs.

Course Prerequisites

This course is designed for students with five or six semesters of college-level Spanish, or the equivalent as determined by a placement test. It addressed itself to advanced Spanish language students as a compliment to the requirements and needs of the Public Health Program.



Methods of Instruction

The course will be delivered in a variety of forms according to the schedule of the program. They will be immersed in different learning contexts, both in formal and informal situations.

During the first part of the course, they will be participating in group classes according to their placement exam focusing in grammatical and communicative learning. They will focus their learning on the comprehension and production of written and oral formal discourses.

Grammatical difficulties will be addressed upon demand. Some exercises will be done in class, but students will also be expected to do written work at home.

Conciliatory classes with health professors, to strengthen the work on the specific content and linguistic tasks related to the specialty will also be done during this period. Special attention to key concepts, vocabulary and lexical differences from the public health discourse and field will be addressed.

During the second part of the course, remote and in-person individual tutoring to organize and strengthen the discourse control of the language will be seen. Each student will receive personal tutoring on the final written paper through online meetings; they are expected to work the written form with special attention to the expositive and argumentative discourses.

Assessment and Final Grade

1. Participation	20 %
2. Course Assignments	15%
3. Midterm Spanish exam	20 %
4. Final written paper	25 %
5. Final oral presentation	20 %

Course Requirements

Course Assignments

Students will be given written homework to complete as per the needs and demands of their language knowledge. They are expected to complete fill in the blank exercises and short written exercises (200-300 words) for better mastering the Spanish language. When doing visits, fieldwork or guided tour, they will have to hand in short written texts in different discourses. Assignments will be submitted through Canvas and checked by the instructor in class or outside class. When homework must be turned in, no extension can be granted. Failing to complete their course homework will result in a lower final grade of the course.

Midterm Spanish exam

Students will sit a Spanish exam by the end of week 3 to assess their comprehension and performance in Spanish. The exam will evaluate the oral and written comprehension and production both in formal and informal contexts. The grammatical, lexical and discursive components of the Spanish language will be assessed paying special attention to the concepts, vocabulary and lexical fields of the Public Health program.

Final written paper



The final written paper is a work done during a month with the assistance of one-on-one tutoring and determined by the research topic and questions of the Public Health courses and fieldwork. They will produce a written research paper (3500-4000 words) that is grammatically, discursively and contextually adequate in accordance to readings and research done for the class. The final written paper should be discursively appropriate to the academic and professional discourse standards.

Final oral presentation

The final oral presentation will be an oral formal exposition of the written production. This presentation will be evaluated based on a detailed rubric that portrays prosodic and textual aspects determined by a professional and academic parameter.

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

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

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. They will be aware of the conscience of the variety.

Class 2 Advanced aspects of Spanish: formal and informal treatment.

The instructor will present typical oral conversation strategies and make students aware of speaking turns in informal situations. Students will consolidate the way to address formal communication by reviewing grammar forms in context and by listening to formal and informal interactions. They will strengthen the strategies, phrases and nuances in formal contexts and discuss best practices to determine which situations require formal forms. They will review formulations and reception of instructions, commands, advice and requests recognizing and utilizing courtesy strategies adopting the proper register.

Due: Course Assignment 1.

Class 3 Reflections of language usage and Public Health

Students will review and consolidate personal pronouns, direct and indirect object pronouns, passive voice and impersonal forms both in their morphologic aspect and structures. They will learn strategies on how to create an impersonal discourse in formal written context.

Students will also be involved in a discussion on inclusive language through written and oral research content. Pertinence of language usage in the Public Health sphere: inclusion, sociolinguistic aspects and formality.

Due: Course Assignment 2.

Week 2

Class 1 Advanced aspects of Spanish: Expositive genre: Synthesis and abstract forms.

Students will be introduced to specific aspects of academic discourse: discourse organizers, connectors, coherence and cohesion strategies will be addressed. They will review polyphony in written academic discourses. They will be introduced to the expositive genre and the formal structure of summaries and abstracts.

Due: Course Assignment 3.

Class 2 Advanced aspects of Spanish: Expositive genre: informative forms.



Students will be introduced to specific aspects of academic discourse. They will review polyphony in written academic discourses. They will present different abstracts and reports, and prepare a written paper comparing several expositions. They will learn formal resources for best contrasting viewpoints in an objective manner using a critical apparatus.

Class 3 Reflections on concepts of Public Health

Students will work with a Public Health expert and the Spanish instructor in different concepts used in the Public Health discourse. They will use local glossaries and authentic materials to better comprehend the semantics of the professional vocabulary of this area of expertise. They will then write a small report that compares the use of different words and lexical fields in Spanish and in English.

Due: Course Assignment 4.

Week 3

Class 1 Advanced aspects of Spanish: Argumentative genre: Opinion.

Students will read and contrast different argumentative expositions (oral and written). They will read and compare texts with different viewpoints and opinions and learn best strategies for expressing arguments and counter-arguments.

Due: Course Assignment 5.

Class 2 Advanced aspects of Spanish: Argumentative genre: Research paper.

Students will learn how to use different argumentative clauses and consolidate the use of referred discourse for their written papers.

Class 3 Revision and Midterm Spanish exam.

Revision and questions for midterm. Sitting the exam.

Due: Midterm Spanish exam.

Week 4

One-on-one online meeting. Focus on subject of interest for the final written research.

Week 5

One-on-one online meeting. Focus on the structure and readings of interest for the final written research.

Week 6

One-on-one online meeting. Focus on the academic writing strategies applied to the writing research.

Week 7

One-on-one online meeting. Focus on the correction of the first draft.

Week 8

Class 1 Final aspects for oral presentations and written paper.



Students will ultimate the final drafts for their presentations. They will work following a workshop dynamic in small groups to rehearse presentation delivery. They will become aware of prosody aspects (such as phonetics, posture, and intonation) in oral presentations.

Class 2 Final oral and written presentation.
Due: Final written paper & Oral Presentation.

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 Materials

- 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.
- Dalmaroni, Miguel (dir) y Gloria Chicote: *La investigación literaria: Problemas iniciales de una práctica*. Santa Fe, Ediciones UNL, 2009
- García Negroni, María (coord.) *El arte de escribir bien en español. Manual de corrección de estilo*. Buenos Aires: Edicial, 2001. En papel.
- 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.
- Vázquez, Graciela (coord.). *Guía didáctica del discurso académico escrito. Cómo se escribe una monografía*. Madrid: Edinumen, 2001. En papel.

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/>