



CIEE Global Institute Buenos Aires, Argentina

Course name:	Advanced Spanish Language I: Reading and Writing Workshop
Course number:	SPAN 3005 BAAR
Programs offering course:	Buenos Aires Summer Spanish Language
Language of instruction:	Spanish
U.S. semester credits:	4
Contact hours:	60
Term:	Summer 2019

Course Description

Designed for advanced students with a strong background in Spanish language (four or five semesters of college-level Spanish, or the equivalent as determined by a placement test). This course places special emphasis on complex aspects of grammar, such as the subjunctive and conditional moods. Students also learn how to handle different registers or styles of Spanish (for example: degrees of formality, connotations, implying, etc.) necessary to communicate effectively in all types of cultural situations. The course covers all language skills: reading, writing, listening, speaking and interacting. Students read articles, essays, and literary texts, and carry out regular in-class and at-home writing exercises and essays, which are reviewed in class. By the end of the semester, students should be able to argue a point of view on abstract subjects in an oral presentation and write a well-constructed and coherent essay on a subject of general interest.

Learning Objectives

By completing this course, students will be able to:

- Express themselves in spoken and written Spanish, with a nuanced and rich vocabulary
- Properly use syntax and structure
- Be able to conform to the academic rules of Spanish universities
- Be able to use appropriately varied kinds of discourse, including formal and informal, slang, and academic language, as well as begin to master the different registers of language.

Course Prerequisites

This course is for advanced Spanish language students looking to deepen their understanding of the language. ^[SEP]Students should demonstrate knowledge of Spanish equivalent to Intermediate Spanish II. The course is designed for students who seek to deepen their understanding of Spanish grammar, expand their lexical knowledge and explore the reading and writing of various texts' genres.

Methods of Instruction

In order to achieve the course objectives, students will undertake numerous written and oral exercises, such as model-based phrase constructions, written assignments on diverse topics, brief essays based on precise themes or quotations, prepare arguments for debates, deliver presentations, etc. Some of these exercises will be completed in class, but students will also have to turn in assignments completed at home. We will also devote time in the classroom to give



feedback after each written assignment. This may lead to the review or development of other grammatical structures, lexical areas, discourse analysis, etc. Students will be set different tasks for homework on a daily basis so they can improve their syntax and enrich their vocabulary through the acquisition of idiomatic phrases and the progressive elimination of their interferences. ^[L]_[SEP]

Assessment and Final Grade

1.	Participation	20%
2.	Daily Homework	15%
3.	Oral Presentations and Written Weekly Projects (6)	25%
4.	Weekly Quizzes (6)	15%
5.	Final Exam (Oral and Written)	25%
	TOTAL	100%

Course Requirements

Daily Homework

Students will be given written homework on a daily basis to reinforce the grammatical and lexical aspects covered in the classroom and will be checked by the instructor in class everyday. No extension can be granted; failing to complete daily homework will result in a lower final grade for the course. ^[L]_[SEP]

Oral Presentations and Written Weekly Projects

At the end of each week, students will deliver a presentation of their weekly project. Weekly projects are carried out individually, in pairs or in small groups, according to instructions from the tutor. These projects are designed to give students the possibility to put into practice the theoretical points covered during the week, and in the previous weeks, within a meaningful, interactive and communicative aim. Weekly projects have two parts, a written one, with a summary, graphics, conceptual maps, charts, etc. and the oral presentation of this project. Both the delivery of the presentation and the written project will be assessed. In the oral presentation, tutors will assess students oral skills such as, pronunciation, intonation, fluency, oral interaction, and their communicative competence. In the written part of the project tutors will assess grammatical and lexical accuracy as well as written skills such as content, organization, mechanics, paragraphing, etc.

Weekly Quizzes

At the end of each week, students will have to sit a quiz where they will be assessed on the grammatical and lexical content.

Final Exam

All language skills (oral and written expression, comprehension and interaction) will be tested. From an audiovisual input and a written text, students must complete different activities with



the objective of checking their knowledge of the lexical and grammatical contents studied during the course. This includes work on lexical fields, grammatical variations that imply changes of meaning in different contexts, application of inferential strategies and writing guided by specific guidelines.

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 to the effective functioning of the course as well as to 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 .

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. Due to the intensive schedules for Open Campus and Short Term programs, 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.

Unexcused absences will lead to the following penalties:



<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion



Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities. Up to a maximum of 1-2 out the classroom-guided activities will take place when needed, to put in practice the structures seen in the classroom within a real context and maximize exposure to real linguistic situations/contexts.

Week 1

Class 1:1 Introductions I
The instructor will present the scope of the course and instruction method. Students will explore the Hispanic world, including differences between the Spanish of the *Rioplatense* region and other Spanish-speaking regions. Students will examine language variations and language dialects.

Resources:

- Acuña, L. (2011). *La lengua, entre dueños y hablantes*. Clarín.com. Revista Ñ. Literatura. Disponible en https://www.clarin.com/rn/literatura/El_idioma_como_recurso_0_SyLxoa2Pml.html (recuperado el 6/9/2017)

Class 1:2 Introductions II
Students will practice how to talk about aspects of their own character: interests, fixations, affinities, similarities, differences, etc. *Ser* and *estar* and verbs like *gustar* will be revised.

Class 1:3 Habits and Social Codes
Students will get to know some habits and social codes from the local people. They will give their opinion, talk about prohibition, etc.). Students will contrast and compare with their origin country. The uses of the pronoun *se* will be revised.

Week 2

Class 2:1 Buenos Aires
Students will find out what's on in Buenos Aires and express their opinions and views on different cultural activities and alternative plans. Students will make a recommendation to a friend. The pronominal system in Spanish will be covered.

Resources:

- Metrópolis (2006). 10 años de "Nuevo Cine Argentino". *Metrópliscine.com*. Punto/Contrapunto. En: <http://www.metropoliscine.com.ar/2006/08/10-anos-de-nuevo-cine-argentino/> (recuperado el 6/9/2017)

Class 2:2 Local Culture and Historic Events
The instructor will present some relevant characters of local culture and important historic events. Students will express agreement or disagreement and will contrast with



their origin country. Students will review the past tenses in the indicative: preterite, perfect, imperfect, and pluperfect. The differences between the past tense and their uses and contextual meanings will be explored.

- Class 2:3 Weekly Wrap-Up
Students will complete the Weekly Assessment and present their Weekly Project.
- ❖ Weekly Project due:
Life in Buenos Aires 1 - Habits and Social Norms
Write an entry blog/article about your first impressions on Buenos Aires focusing on people's habits and social norms.

Week 3

- Class 3:1 Argentinian Film
Students will get familiarised with some of the most famous Argentinian films, directors and actors. The instructor will present ways to narrate and describe a film and its plot/characters (linking words, past tense, present tense, etc.). Students will review the Spanish punctuation system and accents.

- Class 3:2 Popular Media in Buenos Aires
Students will become familiar with the most popular media in Argentina. Students will explore the structure of a piece of news in Spanish. Students will analyze some news. The instructor will present the passive voice.
Resources:
- Mediosmedios, el medio de la comunidad virtual (2017). *Medios de comunicación de Argentina*. *Mediosmedios.com.ar*. Disponible en <http://www.mediosmedios.com.ar/A.%20Argentina%20Principal.htm> (recuperado el 6/9/2017)

- Class 3:3 Weekly Wrap-up
Students will complete the Weekly Assessment and present their Weekly Project.
- ❖ Weekly Project due:
Life in Buenos Aires 2 - Culture and History
Write a film review on an Argentinian film that reflects some aspects of Argentinian culture or history and present its main features.

Week 4

- Class 4:1 Argentinian Personalities
Students will choose three main Argentinian personalities and research on their lives and professional paths. Students will debate on their actions, achievements and qualities. The students will revise the past tenses.

- Class 4:2 Public Trial
Students will prepare and role play as a jury for a public trial. Students will practice how to issue a sentence for or against, they will practice structures to show the consequence of an act, defend or criticize someone.



- Class 4:3 Weekly Wrap-up
Students will complete the Weekly Assessment and present their Weekly Project.
- ❖ Weekly Project 3 due: write a paper article on a piece of Spanish hot news about a famous person from Argentina or Latin América

Week 5

- Class 5:1: Challenges Ahead
Students will talk about some of the challenges that faces Buenos Aires and Argentina at the moment. They will evaluate different situations. Students will organize and justify their views. They will give some recommendations on how to improve. The subjunctive mood will be revised.

Resources:

- Mejía, J. (2014) *Los 10 grandes retos de las ciudades latinoamericanas*. Yahoo Finanzas. Disponible en <https://es-us.finanzas.yahoo.com/blogs/contante-sonante/los-grandes-retos-de-las-ciudades-latinoamericanas-200034976.html> (Recuperado el 6/9/2017)

- Class 5:2: La Canción de Protesta en Argentina
Students will learn structures to complain about things we do not like. They will get familiarised with the musical movement of “La canción de protesta” and its contexts. The Imperative mood will be revised.

- Class 5:3 Weekly Wrap-up
Students will complete the Weekly Assessment and present their Weekly Project.
- ❖ Weekly Project due:
Life in Buenos Aires - Social Problems
Write an open letter to expose a problem and suggest a possible solution.

Week 6

- Class 6:1: How to Solve the Problem
Students will become familiar with formal/informal structures for letter writing. Students will prepare a letter to the editor of an important newspaper, making suggestions on how to solve a social problem.

- Class 6:2: Argentinian Traditions
Students will talk about some hypothetical things they would/would not like to do before leaving Buenos Aires. They will learn about some particular Argentinian traditions. The conditional tenses and *si* clauses will be revised.

Resources:

- de los Reyes, I. (2016). *12 cosas que aprendí siendo corresponsal en Argentina*. BBC Mundo. Disponible en http://www.bbc.com/mundo/noticias/2016/01/151223_argentina_despedida_corresponsal_ignacio_reyes_irm (Recuperado el 6/9/2017)



- Class 6:3 Weekly Wrap-up
Students will complete the Weekly Assessment and present their Weekly Project.
- ❖ Weekly Project due:
A Piece of Advice
Write a blog giving advice and recommendations to future study abroad students based on your own experience.

Week 7

- Class 7:1 Marca Argentina
Students will contrast their views before and after living in the country. They will give advice to students who intend to come to Buenos Aires. Students will learn how to express regret and talk about unfulfilled plans.

- Class 7:2 After Argentina
Students will discuss alternative learning strategies and goals to continue learning Spanish once they have left Argentina. Home sweet home! Describe the impact this experience has had on you. Share a personal anecdote about your stay here in Buenos Aires.

- Class 7:3 Weekly Wrap-up
Students will complete the Final Exam and present their Weekly Project.
- ❖ Weekly Project due:
My Experience in Buenos Aires
Write a diary/essay summarizing your experience in Buenos Aires.

Week 8

- Class 8:1 A Bucket List
Students will create a bucket list of things they still want to do before leaving Buenos Aires and share it with the group. They will make a personal statement about their future plans and their classmates'. Students will formulate a future hypothesis about what they will be doing after the course. Future tense and subjunctive mood will be revised.

- Class 8:2 Revision and Doubts
In this session, students will have the opportunity to review, and clarify if necessary, all the grammar, vocabulary and structures explored throughout the course in preparation for the Final Exam.

- Class 8:3 Final Exam.
Oral and Written Final Exam will be delivered.

Course Material

A reader containing the course syllabus, grammar program and exercises, and methodological



recommendations will be provided by CIEE. Material provided by the CIEE teacher, grammar exercises. Resources from the Internet, such as articles from Spanish language newspapers, relevant sites, videos, etc.

Readings

- Arias, Ana. Los primeros. Buenos Aires: Editorial Santillana, 2001. En papel.
- 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.
- Chartruc, Cecilia. MALBA. Una historia abierta. Diario La Nación, 18 de septiembre de 2016.
- Eternautas. Buenos Aires tiene historia. Once itinerarios guiados por la ciudad. Buenos Aires: Editorial Aguilar, 2008.

Online Resources

- Ministerio de Educación de la Nación Argentina. Portal educ.ar. Web. 30 de marzo de 2015. <http://www.educ.ar>
- Sitio oficial de Turismo de la Ciudad de Buenos Aires. Recorridos turísticos. Web. 30 de marzo de 2015. <http://www.turismo.buenosaires.gob.ar/es/agrupador-noticias/recorridos-turisticos>
- Sitio oficial de Cultura de la Ciudad de Buenos Aires. Agenda cultural. Web. 30 de marzo de 2015. <http://www.buenosaires.gob.ar/cultura>
- Welcome Argentina. Información turística sobre la República Argentina. 2003-2015. Web. 30 de marzo de 2015. <http://www.welcomeargentina.com>

Film & TV

- Teatro Colón. Un siglo de historia. Turismo Visión Argentina. TVARG, 2012.
- Relatos salvajes. Dir: Damián Szifrón. Perf. Ricardo Darín, Leonardo Sbaraglia. K&S Films, 2014. DVD.
- Recorded Television advertisements. 2010. Flash Video File.

Music

- Calamaro, Andrés. La lengua popular. Warner Music, 2007. CD.

Radio Interviews

- Elizalde, Betty y Farkas, Néstor. Perfiles. El idioma de la radio. Buenos Aires: Ediciones Magno, 1999 - CD