



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

<b>Course name:</b>	Advanced Spanish Language I Reading and Writing Workshop
<b>Course number:</b>	SPAN 3007 BAAR
<b>Programs offering course:</b>	Summer Spanish Language Program
<b>Language of instruction:</b>	Spanish
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	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 Advanced 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 comparative texts, descriptive texts, short narratives, cinema critique, academic informative paper, amongst other activities according to their experience in Buenos Aires.

### **Learning Objectives**

- Actively learn and use the characteristics of written Spanish to narrate, argument and expose own and other's opinions.
- Be able to establish effective written communication in Spanish in complex informative, argumentative and narrative forms.
- Produce grammatically, discursively and contextually adequate written short texts, essays and academic papers.
- 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 comparative texts, descriptive texts, short narratives, cinema critique, academic informative or argumentative papers, 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 four or more 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 750 to 1500 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 2000-2250 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: Comparative texts. 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. The concepts of variety and prestige in language.

##### **1:2 The encounter of two worlds.**



Students will read different texts that tell the story of the encounter between Europe and America including extracts from Christopher Columbus diary. The story of the colonization and ancient American cultures and civilizations will be covered.

Weekly assignment due: After reading the material assigned, students will write a text, according to the instructors' specifications, comparing the story they learn at school and the story presented in the course.

## **Week 2**

### **2:1 Buenos Aires and its wonders**

Discursive Genre: Descriptive texts. Students will learn about Buenos Aires and its different neighborhoods, monuments and through them its history and cultural heritage. Students will read different descriptive texts about places in the city. Detailed descriptions of places will be covered.

### **2:2 A monument of the city.**

Students will visit a monument in the city as part of the class and take a tour. They will fulfill the tasks detailed in the visits' guide.

Weekly assignment due: Write description text about the monument visited, according to the instructors' specifications.

## **Week 3**

### **3:1 Stories of Buenos Aires.**

Discursive Genre: short stories. Students will read short stories about the city and its inhabitants. Local writers like J.L. Borges and J. Cortázar will be studied. Different styles in writing will be discussed. Different genres will be covered.

### **3:2 Buenos Aires and the rest of Argentina.**

Students will explore classical writers from other regions of Argentina like H. Quiroga or contemporary ones like C. Perfumo. Co-curricular 1: Visit a corner of Buenos Aires to discover its secrets and hidden beauty. 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 short story about Buenos Aires and its secrets and wonders, according to the instructors' specifications.

## **Week 4**

### **4:1 The cinema industry in Argentina**

Discursive Genre: cinema critique. Students will read about the cinema industry in Argentina. Film genres, international and local productions will be covered.

Students will read about Argentinian cinema productions, awards, Etc.

Texts: current specialized articles on Argentinian cinema

### **4:2 Films and filmography**

Students will read about local directors and their filmography. Specialized articles on different directors and their films will be read and analyzed. Extracts from the movies

and trailers will be watched and reviewed.

Weekly assignment due: Watch at least 3 films by a local director and write a critique of the latest of the films watched and compare it to the previous ones, according to the instructors' specifications.

## Week 5

### 5:1 **Poverty and development.**

Discursive Genre: academic paper, informative. Students will read about poverty and economic trends in Latin América. Education, social development, health and the environment will be some of the topics covered.

### 5:2 **The challenge of the environment.**

Students will read informative texts about the situation on poverty and social development in relation with environmental policies.

Weekly assignment due: Write an informative essay on an environmental issue and the measures taken somewhere in Latin America, according to the instructors' specifications.

## Week 6

### 6:1 **Argentinian migratory movements.**

Discursive Genre: academic paper, argumentative. Students will read about different immigration movements to Argentina. The history of immigration both, in Argentina and in the US will be discussed and compared.

### 6:2 **The current situation of immigrants in Argentina.**

Students will learn about the current state of immigrants in Argentina. Refugees and asylum seekers' situation will also be discussed. The topic of immigrants in literary texts will be analyzed and explored.

Co-curricular Activity 2: Visit the *Museo de la Inmigración* and the *Museo Benito Quinquela Martín* in La Boca to compare the topic of immigration and how it is covered in both. 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 an argumentative text on the topic of immigration and immigration laws, according to the instructors' specifications.

## Week 7

### 7:1 **Music and art as political expressions**

Discursive Genre: academic paper, research. Students will read about music and art in Argentina. 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. Graffiti as a form to convey messages will be explored.

### 7:2 **Human and personal rights in Argentina and Latin America**

Students will listen to songs, explore art and read about the current affairs of human rights in Argentina and Latin America. Topics such as abortion, gender rights and

freedom of expression will be discussed.

Weekly assignment due: Write an academic essay on the topic of human and personal wrights in Argentina and Latin America, according to your instructors' specifications.

## **Week 8**

### **8:1 Two countries, one world**

Students will read specialized opinion articles about current events in Argentina, Latin America and the world and analyze how they are related. Short stories about personal growth will be read and analyzed.

### **8:2 A citizen of the world**

Current affairs and personal growth.

Final written assignment due: In class, write a fictional short story about a character that reflects, in certain ways, your personal growth in the face of Argentina's current affairs, according to your instructors' specifications.

## **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/](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>.
- 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>
- Fundación Lola Mora. <http://www.fundacionlolamora.org.ar/p/lola-mora.html>

### Reference Film & TV

- Relatos salvajes. (2014) Dir: Damián Szifrón.
- El oso rojo (2002) <https://www.youtube.com/watch?v=rfOkho5OZq4>
- Medianeras (2011) <https://www.youtube.com/watch?v=l7RdzYsomQQ>
- Verdades verdaderas (2011) [https://www.youtube.com/watch?v=3Q6ipfv\\_1GI&t=1s](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