



CIEE Buenos Aires, Argentina

Course title:	Advanced Spanish Language I
Course code:	SPAN 3005 BAAR
Programs offering course:	Liberal Arts
Open Campus Track:	Language, Literature, and Culture
Language of instruction:	Spanish
U.S. semester credits:	4.00
Contact hours:	60.00
Term:	Fall 2023

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:

- Evaluate oral and written texts that are discursively and contextually adequate which show comprehension of themes seen in class and introduce personal insight and reflection.
- Understand and design interpretation about Argentine identity problems in the Latin-American cultural and historic context by working with authentic material in the format of movies, literary pieces, newspaper articles, etc.

Course Prerequisites

This course is for advanced Spanish language students looking to deepen their understanding of the language. 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.

Assessment and Final Grade

1.	Biweekly Projects (6)	20%
2.	Biweekly Quizzes (6)	15%
3.	Final Portfolio	10%
4.	Final Oral Exam	15%
5.	Final Written Exam	20%
6.	Participation	20%
	TOTAL	100%

Course Requirements

Biweekly Projects (6)

Every two weeks, students will have to present and deliver a presentation of their biweekly project. Both the delivery of the presentation and the written project will be assessed. Failing to complete their oral and written weekly projects will result in a final grade of the course. A rubric will be provided to specify standards. These projects are carried out individually, in pairs or in small groups, according to instructions from the tutor. They 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. Biweekly 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.

Biweekly Quizzes (6)

Every two week, students will have to sit a written quiz where they will be assessed on the grammatical and lexical content of the course units. Each of the six biweekly quizzes will count for the final grade.

Final Portfolio

At the end of the course, students will hand in all the written pieces with all the corrections seen during the course. The portfolio is an invaluable way of assessing the students growth and recognition of the progress and achievement of their proficiency in Spanish.

Final Oral Exam

The oral language skills (oral expression, comprehension and interaction) will be tested in this final exam. From an audiovisual input and a written text, students must make a comprehension activity and then a production activity in pairs.

Final Written Exam

All written language skills (written expression, comprehension and interaction) will be tested. 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.

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. The completion of all Participation Assignments in online or on paper manner, aside student's attendance, will be pondered as part of the Participation grade.

Attendance

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic

Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

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.

Readings: Acuña, L. (2011), newspaper article.

Class: 1.2 Introductions II

Students will practice how to talk about aspects of their own character: they will make a presentation of themselves and show their interests, fixations, affinities, similarities, differences, etc. Where does your name come from? Cultural, hereditary and personal affiliations.

Readings: "Advanced SL I Course Material" (Chapter 1)

Due: Daily participation assignment: Cultural Shock blog entry.

Week 2

Class: 2.1 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.

Readings: "Advanced SL I Course Material" (Chapter 1)

Due: Daily participation assignment: Interview to Argentines I.

Class: 2.2 Life in Buenos Aires 1 – Habits and Norms.

Due: Biweekly Project (1): 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 Buenos Aires Now

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.

Readings: "Advanced SL I Course Material" (Chapter 2).

Due: Daily participation assignment: Going out in BA.

Class: 3.2 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.

Readings: "Advanced SL I Course Material" (Chapter 2)

Due: Quiz (1)

Week 4

Class: 4.1 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.

Readings: "Advanced SL I Course Material" (Chapter 2) & *Metrópolis* (2006). 10 años de "Nuevo Cine Argentino".

Due: Daily participation assignment: An Argentine hero: research on iconic figures of the Argentine culture.

Class: 4.2 Life in Buenos Aires 2 - Culture and History

Due: Biweekly Project (2): Write a film review on an Argentinian film that reflects some aspects of Argentinian culture or history and present its main features.

Week 5

Class: 5.1 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.

Readings: "Advanced SL I Course Material" (Chapter 3) & *Mediosmedios, el medio de la comunidad virtual* (2017).

Due: Daily participation assignment. Report on online press.

Class: 5.2 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.

Readings: "Advanced SL I Course Material" (Chapter 3)

Due: Quiz (2)

Week 6

Class: 6.1 For and against

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. Students will revise use of argumentative connection.

Readings: "Advanced SL I Course Material" (Chapter 3)

Due: Daily participation assignment.

Class: 6.2 Life in Buenos Aires 3: Iconic personalities in media

Due: Biweekly Project (3): Write a paper article on a piece of Spanish hot news about a famous person from Argentina or Latin América

Week 7

Class: 7.1 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.

Readings: "Advanced SL I Course Material" (Chapter 4) & Mejía, J. (2014) (article piece).

Due: Daily participation assignment. Expose your reflections.

Class: 7.2 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.

Readings: "Advanced SL I Course Material" (Chapter 4)

Due: Quiz (3)

Week 8

Class: 8.1 How to Solve the Problem

Students will become familiar with formal/informal structures for letter writing. Students will discuss suggestions on how to solve a social problem.

Readings: "Advanced SL I Course Material" (Chapter 4)

Due: Daily participation assignment: Audiovisual comprehension.

Class: 8.2 Life in Buenos Aires 4: Social Problems

Due: Biweekly Project (4): Write a formal open letter to expose a problem and suggest a possible solution.

Week 9

Class: 9.1 Argentine 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 Argentine traditions. The conditional tenses and *si* clauses will be revised.

Readings: "Advanced SL I Course Material" (Chapter 5) & de los Reyes, I. (2016). (Article piece)

Due: Daily participation assignment: Intercultural Learning in one image. Take a picture of any particular cultural thing you noticed in Argentina and comment it.

Class: 9.2 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.

Readings: "Advanced SL I Course Material" (Chapter 2)

Due: Quiz (4)

Week 10

Class: 10.1 After Argentina

Students will discuss alternative learning strategies and goals to continue learning Spanish once they have left Argentina.

Readings: "Advanced SL I Course Material" (Chapter 5)

Due: Daily participation assignment.

Class: 10.2 Life in Buenos Aires 5 : Write A Piece of Advice

Due: Biweekly Project (5): Write a blog giving advice and recommendations to future study abroad students based on your own experience.

Week 11

Class: 11.1 After Buenos Aires

Home sweet home! Describe the impact this experience has had on you. Share a personal anecdote about your stay here in Buenos Aires.

Readings: "Advanced SL I Course Material" (Chapter 6)

Due: Daily participation assignment: Write a personal short story or anecdote.

Class: 11.2 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.

Readings: "Advanced SL I Course Material" (Chapter 6)

Due: Quiz (5)

Week 12

Class: 12.1 Retelling and comparing life experiences and personal projects

Students will be introduced to different formats for retelling and comparing facts, feelings and evaluations by using Indicative or Subjunctive mode.

Readings: "Advanced SL I Course Material" (Chapter 6)

Due: Daily participation assignment.

Class: 12.2 Life in Buenos Aires (6): My Experience in Buenos Aires.

Due: Biweekly Project (6): Write a diary/essay summarizing your experience in Buenos Aires.

Week 13

Class: 13.1 General review.

Class: 13.2 Oral Individual Presentation.

Due: Final Oral Exam.

Week 14

Class: 14.1 Written Pieces & corrections.

Due: Final Portfolio.

Class: 14.2 Revision and doubts. Mock exam for practice.

Week 15

Class: 15.1 Final written test.

Due: Final Written Exam.

Class: 15.2 Course ending. Final comments and feedback.

Course Materials

Readings

Students in this course will use a guide specially designed by CIEE staff named "Advanced SL I Course Material" containing the course syllabus, cultural and oral program, exercises, and methodological. Resources from the Internet, such as articles from Spanish language newspapers, relevant sites, videos, will also be included. The materials provided by the instructor used for the "Advanced SL I Course Material" are based on the following readings, online resources and materials, amongst others.

Reference Readings

- 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)
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- Briz, A (2008) "Los géneros discursivos en el ámbito social: la entrevista", Saber hablar, Instituto Cervantes.
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- 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)
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- Matte Bon, Francisco. Gramática comunicativa del español I: De la lengua a la idea. Madrid: Edelsa, 1995. En papel.
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- Metrópolis (2006). 10 años de "Nuevo Cine Argentino". Metròpliscine.com. Punto/Contrapunto. En: <http://www.metropoliscine.com.ar/2006/08/10-anos-de-nuevo-cine-argentino/> (recuperado el 6/9/2017)
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- Sitio oficial de Cultura de la Ciudad de Buenos Aires. Agenda cultural. Web. 30 de marzo de 2015. <http://www.buenosaires.gob.ar/cultura>
- 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>
- Vázquez, Graciela (coord.). Guía didáctica del discurso académico escrito. Cómo se escribe una monografía. Madrid: Edinumen, 2001. En papel.
- Welcome Argentina. Información turística sobre la República Argentina. 2003-2015. Web. 30 de marzo de 2015. <http://www.welcomeargentina.com>

Online Resources

- Teatro Colón. Un siglo de historia. Turismo Visión Argentina. TVARG, 2012.
- Relatos salvajes. Dir: Damián Sziffrón. Perf. Ricardo Darín, Leonardo Sbaraglia. K&S Films, 2014. DVD.

- Recorded Television advertisements. 2010. Flash Video File.
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