



CIEE Buenos Aires, Argentina

Course title:	Advanced Spanish Language II
Course code:	SPAN 3008 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

This course is designed for students with five or six semesters of college-level Spanish, or the equivalent as determined by a placement test, who desire further work on Spanish grammar and structure after the intensive course, this course continues to develop complex aspects of Spanish grammar and syntax through analysis of texts (oral and written), presentations, and short compositions. Specific attention is placed on writing and on giving short oral presentations in class. Students read advanced-level articles, essays, and literary texts, and carry out regular in-class and at-home writing exercises and essays, which are reviewed in class.

Learning Objectives

By completing this course, students will:

- Create oral interventions that are discursively and contextually adequate and 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.
- Understand fully and with ease short, non-complex texts that convey information and deal with personal and social topics to which the reader brings personal interest or knowledge.
- Argue a point of view on an abstract subject in an oral presentation and write a well-constructed and coherent essay on a subject of specific interest.
- Understand various kinds of discourse, including formal and informal language, slang, Spanish wit and turns of phrase, and argumentative and expository language.

Course Prerequisites

This course is designed for students with five or more semesters of college-level Spanish, or the equivalent as determined by a placement test. It addresses itself to advanced Spanish language students who seek to hone their knowledge of grammar and Spanish.

Methods of Instruction

To reach the objectives of the course with the help and guidance from their professor, the students will be asked to carry out written and oral tasks such as essays, written summaries, short papers, specific research, presentations, etc. Some of these exercises will be completed in class, but students will also have to turn in assignments completed at home. As the course is focused on communicative competence, oral and written discourse as well as audiovisual material from a variety of social milieus, and academic and professional fields will be presented in order to complete oral and listening comprehension activities and also to promote discussion on course topics. Additionally, students will be encouraged to produce oral and written texts paying special attention to effectiveness and adequacy to different use situations. Furthermore, the oral discussion of grammatical insights will contrast the differences regarding tenses, indicative and subjunctive paradigms, temporal correlation and different contexts of the use of all tenses and moods in order that students be able to produce grammatically correct texts that satisfy not only communicative needs but also academic and professional demands. The material used in class comprises a wide range of texts, among them newspaper articles, advertisements, specialist texts and so forth.

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.

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 summery, 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 Introduction 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 II - Course Material" (Chapter 1)

Due: Daily participation assignment: Interview to Argentines: names and stories.

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 II - Course Material" (Chapter 1)

Due: Daily participation assignment.

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

Due: Biweekly Project (1): Oppositions between the center of the city and the periphery. the profile of each neighborhood and its inhabitants. Urban tribes. Compose an album of photos with summarizing epigraphs of urban geograph and its inhabitants

Week 3

Class: 3.1 Talking about Stereotypes

Students will discuss common stereotypes about Argentinians, the stereotypes Argentinians have about other nations as well as classic stereotypes about the students' home countries. Future tense and conditional as well as verbs like gustar will be revised.

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

Due: Daily participation assignment.

Class: 3.2 Current immigration in Argentina

Students will learn about how the issue of immigration is debated in Argentina. They will also learn some informal language. Direct and indirect speech will be revised. Students will research the current immigration: laws, testimonies and social representations.

Readings: "Advanced SL II - Course Material" (Chapter 2)

Due: Quiz (1)

Week 4

Class: 4.1 Borders within the City

We will discover and talk about borders within the city of Buenos Aires and around Argentina. There will be a second debate about immigration, this time focusing on the legal situation and the views of different political parties. Practice and consolidation of the grammatical structures covered during the week. Revision of punctuation rules and accents.

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

Due: Daily participation assignment: video clips on informal economy.

Class: 4.2 Life in Buenos Aires 2: Borders and Stereotypes

Due: Biweekly Project (2): Write an article about your findings as you have explored Argentinian culture.

Week 5

Class: 5.1 Habits and Timetables

Students will familiarize themselves with daily routines and the role of timetables in Argentina. Revision of past tenses, expressions to show finality and the subjunctive mood.

Readings: "Advanced SL II - Course Material" (Chapter 3)

Due: Daily participation assignment.

Class: 5.2 A Job Interview

Students will analyze different job interviews and compare different sample profiles. They will

prepare themselves for an interview in Spanish that they carry out among themselves. Past tenses and si clauses will be revised.

Readings: "Advanced SL II - Course Material" (Chapter 3)

Due: Quiz (2)

Week 6

Class: 6.1 Debate about Working Conditions

Students will debate about the working conditions and workers' rights in certain industries and professions. They will practice informal language to engage in a conversation. Students will write a petition requesting fairer timetables and send it to change.org.

Readings: "Advanced SL II - Course Material" (Chapter 3)

Due: Daily participation assignment.

Class: 6.2 Life in Buenos Aires 3: A Petition

Due: Biweekly Project (3): Send a petition to change.org to modify working timetables in Argentina.

Week 7

Class: 7.1 Is Argentina a Sexist Country and Spanish a Sexist Language?

Students will talk about sexist behavior in Argentina and learn about key concepts, such as: machismo, feminismo and micromachismo. The grammatical gender system, the inclusive masculine and the neutral gender will be revised.

Readings: "Advanced SL II - Course Material" (Chapter 4)

Due: Daily participation assignment.

Class: 7.2 Women and Politics

The topic of this session will be women and politics, both in Argentina and Latin America. We will look at individual cases and controversies, and read opinion statements as well as theoretical texts. Uses of se will be revised.

Readings: "Advanced SL II - Course Material" (Chapter 4)

Due: Quiz (3)

Week 8

Class: 8.1 Gender and the Internet

Students will discuss about gender inequality on the Internet. Gerund, participle and infinitive will be revised.

Due: Daily participation assignment.

Class: 8.2 Life in Buenos Aires 4: Gender Equality

Due: Biweekly Project (4): Create an awareness campaign for gender equality applied to the porteño culture.

Week 9

Class: 9.1 Childhood Memories

Students will share some of their childhood memories of certain TV shows or films with the class. We will also look at selected Argentinian TV shows for children and teenagers. Students will explore and practice structures to evoke memories and describe them in detail.

Readings: "Advanced SL II - Course Material" (Chapter 5).

Due: Daily participation assignment

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 II - Course Material" (Chapter 2)

Due: Quiz (4)

Week 10

Class: 10.1 de octubre

Students will explore the issues around the 12 de octubre, día del respeto a la diversidad cultural. Some structures and lexical items to organize speech will be revised. We will also read poetry and listen to song lyrics.

Readings: "Advanced SL II - Course Material" (Chapter 5)

Due: Daily participation assignment.

Class: 10.2 Life in Buenos Aires 5: A film review

Due: Biweekly Project (5): Write a review about an Argentinian film dealing with the recent history of Argentina.

Week 11

Class: 11.1 A Formal Speech

Students will do an analysis of discursive structures as a way of preparing to deliver a speech in Spanish.

Readings: "Advanced SL II - Course Material" (Chapter 6)

Due: Daily participation assignment.

Class: 11.2 A professional Speech

Students will prepare and present a speech about one of the topics covered in the course.

Readings: "Advanced SL II - Course Material" (Chapter 6)

Due: Quiz (5)

Week 12

Class: 12.1 Retelling and comparing life experiences and personal projects.

Students will compare and will make for and against judgements.

Readings: "Advanced SL II - 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 II - 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 II - Course Material" are based on the following readings, online resources and materials, amongst others.

Reference Readings

- Alonso Raya, Rosario, et al. Gramática básica del estudiante de español. Barcelona: Editorial Difusión, 2005. En papel.
- Arias, Ana. Los primeros. Buenos Aires: Editorial Santillana, 2001. 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 entrevista", Saber hablar, Instituto Cervantes.
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- Calsamiglia Blancafort, Helena y Tusón Valls, Amparo. Las cosas del decir. Manual de análisis del discurso. Barcelona: Editorial Ariel, 1999.
- Devoto, Fernando (2007). "La inmigración de ultramar" en Torrada, S (comp). Población y bienestar en la Argentina. Buenos Aires. EDHASA, p. 531-548.
- Galvez, Lucía. (2012). Historias de inmigración. Buenos aires. Aguilar. p. 5-15.
- Eternautas. Buenos Aires tiene historia. Once itinerarios guiados por la ciudad. Buenos Aires: Editorial Aguilar, 2008.
- García Negróni, 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

- A.A. VV. (2011). "La dictadura en el cine" Disponible en <http://www.memoriaabierta.org.ar/ladictaduraenelcine/> (Recuperado el 5 de septiembre de 2017)
- Ayuso, M. (2015) Cómo hacer un discurso perfecto, según el escritor que se los redacta a Obama. El confidencial, ACV. Disponible en: https://www.elconfidencial.com/alma-corazon-vida/2015-01-15/6-consejos-para-elaborar-un-discurso-convincente-segun-el-asesor-de-obama_621098/ (Recuperado el 6/9/2017)
- Baires Magazine . Horarios y costumbres. Disponible en <http://www.bairesmagazine.com.ar/datos/horarios-costumbres.html> (Recuperado el 6/9/2017)
- Canal Encuentro (2013). En el medio de la ley / Migraciones Disponible en <http://encuentro.gob.ar/programas/serie/8510/5915?start=> (Recuperado el 6/9/2017)
- Cifuentes López, R. (2017). Migrar es cultura, migrar es humano, Disponible en <https://vimeo.com/229796959>. (Recuperado el 6/9/2017).
- Grass Buschetto, M. (2014). Piropos vs. acoso verbal: el lenguaje y la igualdad de género. Infojus Noticias.

Disponible en <http://www.infojusnoticias.gov.ar/opinion/piropos-vs-acoso-verbal-el-lenguaje-y-la-igualdad-de-genero-101.html> (Recuperado el 6/9/2017).

- Smink, V. (2013). 5 Precursoras del voto femenino en América Latina. BBC Mundo. Disponible en http://www.bbc.com/mundo/noticias/2013/10/131018_100_mujeres_bastiones_feminismo_vs (recuperado el 6/9/2017)
- Vales, Laura (2014). "El país. Una radiografía de la nueva sociedad digital". Página 12, 7 de mayo. Disponible en <https://www.pagina12.com.ar/diario/elpais/1-245698-2014-05-07.html> (recuperado el 4 de agosto de 2017)