



CIEE Buenos Aires, Argentina

Course title:	Post-Advanced Spanish Language I
Course code:	SPAN 4005 BAAR
Programs offering course:	Liberal Arts
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 six semesters or more of college-level Spanish (or the equivalent as determined by a placement test), and for heritage Spanish speakers who have not formalized their study of the Spanish language. It is aimed for students who desire to strengthen their written and oral communication skills in Spanish and who need to acquire formal and academic discourse strategies in order to succeed the national universities' academic demands and all higher education standards in Spanish. The course aims to consolidate students in the academic discourse conventions, in both oral and written productions, while attending to specific post-advanced grammar issues that may emerge in the process. The course is designed for students who want to broaden their knowledge of the Argentinean high-education culture while it also works as a workshop for the production process related to the local universities' demands. By the end of the course, students will be able to emulate the academic oral and written discourse in the form of oral presentations and extended essays or papers in Spanish. They will also become aware of the uses of different formal discourses and master the argumentative and expository language, amongst others.

Learning Objectives

By completing this course, students will:

- Evaluate spoken and written Spanish, with a nuanced and rich vocabulary.
- Apply syntax and structure for effective communication in Spanish.
- Generate written pieces in different academic forms
- Apply the uses of various kinds of discourses with different communicative professional and academic purposes, as well master the different registers of the Spanish language.
- Evaluate and produce oral presentations that follow academic discourse standards

Course Prerequisites

This course is designed for students with six or more semesters of college-level Spanish, or the equivalent as determined by a placement test, and for heritage Spanish speakers who have not formalized their study of the Spanish language. It addresses itself to post-advanced Spanish language students who seek to hone their knowledge of Spanish grammar and culture and embark on reading challenging academic texts and audiovisual productions.

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 enhancing the academic discourse, oral and written texts as well as audiovisual material from a variety of social, academic and professional fields will be presented in order to complete oral and listening comprehension activities and also to promote discussion on course topics or those related to student's national universities' topics. Additionally, students will be encouraged to produce oral and written texts paying special attention to effectiveness and adequacy to different use situations with a special focus on the academic oral presentations and essay production. Furthermore, the grammatical component will be addressed when needed to 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, academic papers and topic-specific interviews or research studies, according to the subject matter studied by students and so forth.

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 added when needed, in order to apply the structures learned in the classroom and thereby increase exposure to real linguistic situations.

Assessment and Final Grade

1.	Biweekly projects (5)	20%
2.	Oral Exam and Quiz	10%
3.	Written exam and quiz	10%
5.	Final oral presentation	15%
5.	Final written production	15%
6.	Participation	20%
	TOTAL	90%

Course Requirements

Biweekly projects (5)

Students will carry out written assignments research project based on discourse forms seen in class. This may vary in topic 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, adequacy to the discursive genre, coherence and cohesion, grammar correction, variety and appropriateness of vocabulary. These assignments will be stipulated in advance by the instructor and will vary in discourse type and length, ranging from 1000 to 3000 words.

Oral Exam and Quiz

On the first half of the course, students will take a quiz and an exam on site to evaluate conversation strategies, dialogue comprehension an audiovisual analysis. These will be focused on the oral component. They will be assessed on both comprehension and production of the oral competence and the proper use of grammar. A specially designed rubric for assessing the oral competence will be given to students prior these evaluations.

Written exam and quiz

On the second half of the course, students will take a quiz and an exam on site to evaluate different written productions, discourses and texts. These will be focused on the written component and the proper use of grammar. They will be assessed on both comprehension and production of the written competence. A specially designed rubric for assessing the written competence will be given to students prior these evaluations.

Final oral presentation

After presenting their written production, students will make a final oral presentation explaining their reflections, discoveries and investigations. This presentation will be evaluated based on a detailed rubric that portrays prosodic and textual aspects.

Final written production

The final oral presentation will cover all four skills (oral and written expression, comprehension and interaction). Students will sit in the last week for the final written production. They will produce a written text that is grammatically, discursively and contextually adequate in accordance to readings proposed for the class.

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 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 taken into account in the determination of final grades. Students will be given written homework on a daily basis to reinforce readings and comprehension. Assignments will be submitted through Canvas and checked by the instructor in class or outside class.

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 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.

Reference material: "Qué difícil es hablar el español" (Ospina brothers) and "TER" specially done by CIEE instructor.

Class: 1.2 Oral communication strategies

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.

Reference material: "Qué difícil es hablar el español" (Ospina brothers) and "TER" specially done by CIEE instructor.

Due: Daily Participation assignment: Interview to Argentinians I.

Week 2

Class: 2.1 Preparation for University

Students will learn about the university life for students in Argentina. They will discuss on particular characteristics using pertinent vocabulary. Activities using movie scenes will illustrate professor/student dynamics.

Reference material: "Un Buda" (Rafael Rafecas); "En el fondo del mar" (Damián Szifrón); "Derecho de familia" (Daniel Burman).

Due: Daily Participation assignment: Comprehension activities on national movie.

Class: 2.2 Academic life in Argentina

Students will compare the academic life in the US to the one in Argentina. They will discuss similarities and differences in public and private universities and compare them to their experiences in their sending institutions. They will be introduced to the academic discourse in Spanish.

Reference material: "Read and write in the academic sphere. Discourses and paratexts" specially done by CIEE instructor.

Due: Biweekly project (1): write a blog entry on culture shock and first impressions of Argentineans for fellow students.

Week 3

Class: 3.1 Formal speech in context

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.

Due: Daily Participation assignment: Interview to Argentineans II

Class: 3.2 Quiz (1)

Oral production and comprehension in formal and informal contexts.

Due: Oral Exams and Quizzes (Quiz 1)

Week 4

Class: 4.1 Argentine today

Students will analyze different newspapers and discuss communication strategies in written press. They will compare viewpoints and analyze intention as a way of persuasion in journalism. They will learn best ways to comprehend and produce appealing titles and lead phrases (first sentence of a piece of news).

Reference material: "Coffee & Press Activity" specially done by CIEE instructor.

Due: Daily Participation assignment: oral production self assessment.

Class: 4.2 Research on current topic

In accordance to the topics seen the previous class and to current issues of Argentina, students will carry out a small research on a desired topic in small groups. They will present this research and compare different coverage of the news in class.

Due: Daily Participation assignment: analyze and compare newspaper articles to present orally

Week 5

Class: 5.1 Interview to guest speaker (TBD)

Students will prepare and carry out a formal interview to a guest speaker.

Due: Daily Participation assignment: Prepare questions for guest speaker based on own research.

Class: 5.2 From oral to written forms

Students will learn strategies on how to translate oral productions into written texts. They will make a brief summary on the content of the interview using a professional and formal discourse,

and the appropriate indirect speech forms.

Reference material: "From radio interview to written interview" specially done by CIEE instructor.

Due: Biweekly project (2): write a newspaper article on interview.

Week 6

Class: 6.1 Public speaking: create an appealing text

Students will learn best practices for formal oral presentations. They will analyze oral discourses and adopt strategies for creating congruent and meaningful productions. By analyzing a selection of TED talks in Spanish, they will learn how to best create cohesive and comprehensive texts.

Reference material: "TED talk analysis" specially done by CIEE instructor.

Due: Daily Participation assignment: Select and analyze an appealing speech.

Class: 6.2 Public speaking: prosodic aspects of oral presentations

Students will enhance their formal speaking abilities in Spanish. The topic of this session will be to make students aware of prosody aspects (such as phonetics, posture, and intonation) in oral presentations. They will also determine an evaluation rubric for oral presentations.

Reference material: "What to do and not to do in an oral presentation" specially done by CIEE instructor.

Due: Daily Participation assignment: topic selection and outline for oral presentation.

Week 7

Class: 7.1 From written to oral forms

Students will work on the drafts for their presentations. They will work following a workshop dynamic in small groups to rehearse presentation delivery.

Reference material: Selected by students according to topic.

Due: Daily Participation assignment: first draft of presentation.

Class: 7.2 Mid term (Exam 1)

Oral Individual Presentations.

Due: Oral Exam and Quiz (Exam 1).

Week 8

Class: 8.1 Speech genres

Students will be introduced to different speech genres and the notions of function, discourse and communicative purpose. They will enhance the comprehension and use of the description forms by working with the work of Antonio Berni. They will expand specific lexical fields.

Reference material: "Portrait and self-portrait in Antonio Berni".

Due: Daily Participation assignment comprehension activity on documentary of Antonio Berni.

Class: 8.2 Museum visit.

Students will get familiarized with national art and the description of portraits and self-portraits.

Reference material: "Visit to Museo de Bellas Artes"

Due: Daily Participation assignment create a written portrait or selfportrait.

Week 9

Class: 9.1 Subjective and objective forms in written texts.

Students will identify objective and subjective speech in the chronicle genre. They will read different chronicles and consolidate structures for expressing impersonality and adverbial nuances for subjective forms.

Reference material: "Selection of chronicles" specially done by CIEE instructor.

Due: Daily Participation assignment comprehension activities on chronicle critique.

Class: 9.2 Chronicle on art experience

Students will carry out a research on artistic manifestations in Buenos Aires. They will investigate a special artist, work and prepare a written piece for a determined audience.

Due: Biweekly project (3): write a chronicle.

Week 10

Class: 10.1 Abstract Forms

Students will be introduced to specific aspects of academic discourse. They will review polyphony in written academic discourses. They will be introduced to the expositive genre and the formal structure of summaries and abstracts. They will work with best structures for short written forms.

Reference material: "Exposition and abstract forms" specially done by CIEE instructor.

Due: Daily Participation assignment: selection of texts and themes for biweekly project 4.

Class: 10.2 Written Quiz (1)

Students will make abstracts of selected papers.

Due: Written Exam and Quiz (Quiz 1)

Week 11

Class: 11.1 The use of agrochemicals

Students will research on different viewpoints of the use of agrochemicals in Argentina. They will present different abstracts 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.

Reading material: Altieri; Ribero; online resources.

Due: Daily Participation assignment: selection of texts and themes for biweekly project 4.

Class: 11.2 Informative genres workshop

By the end of the class, students will hand in their expositive articles and work in small groups correcting their written productions. With guide of the instructor, they will be introduced to the difference between argumentative and explicative texts.

Due: Biweekly project (4): write an informative piece.

Week 12

Class: 12.1 Natural resources in Argentina: an introduction

Students will read and contrast different argumentative expositions (oral and written) on the use of natural resources in Argentina. They will read and compare different viewpoints and opinions and learn best strategies for expressing and develop different logic clauses.

Research material: "Selection of articles on natural resources extraction in Argentina" specially done by CIEE instructor.

Due: Daily Participation assignment: selection of texts and themes for biweekly project 5.

Class: 12.2 Natural resources in Argentina: an on-going discussion

Students will present orally the summary of different arguments driven from newspaper articles, papers, essays, informative pieces and audiovisual materials on natural resources in Argentina.

Research material: "Selection of articles on natural resources extraction in Argentina" specially done by CIEE instructor.

Due: Daily Participation assignment: comprehension activities on different argumentative expositions.

Week 13

Class: 13.1 Argumentative forms workshop I

Students will work on the final written project.

Due: Daily Participation assignment: comprehension activities on different argumentative expositions.

Class: 13.2 Argumentative forms workshop II

Students will work on the final written project.

Due: Biweekly project (5): write a monographic paper.

Week 14

Class: 14.1 Written Exam (2)

Reading and writing on-site comprehension exam.

Due: Written Exam and Quiz (Exam 1)

Class: 14.2 Final written production in class.

Due: Final Written Production

Week 15

Class: 15.1 Final oral presentation.

Due: Final Oral Presentation

Class: 15.2 Course end. Final comments and feedback.

Course Materials

Readings

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 Readings

- Arias, Ana. Los primeros. Buenos Aires: Editorial Santillana, 2001. En papel.
- Briz, A (2008) "Los géneros discursivos en el ámbito social: la entrevista", Saber hablar, Instituto Cervantes.
- 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

- Altieri, M.A. y P. Rosset. Available in: "«Diez razones que explican por qué la biotecnología no garantizará la seguridad alimentaria, ni protegerá el ambiente, ni reducirá la pobreza en el tercer mundo».
- 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/>
- Movimiento sin tierra Brasil: «La aprobación de los transgénicos es inconstitucional».
- Ospina, Nicolás y Juan (2009). "Qué difícil es hablar el español". Available in: <https://www.youtube.com/watch?v=Xyp7xt-ygy0>
- Pino Solanas (2018), Viaje a los pueblos fumigados.
- Revista FARN (2018) Informe ambiental. Available in: <https://farn.org.ar/informe-ambiental-2018>
- Ribero, Silvia. <http://www.jornada.unam.mx/2010/08/28/economia/027a1eco>
- Student writing resources: <https://www.educ.ar/>