



SP 401 SPANISH LANGUAGE IN CONTEXT: EMERGING COMPETENT ABROAD I
IES Abroad Buenos Aires

DESCRIPTION:

Research has demonstrated that study abroad can enhance every aspect of language ability. One of the most important general findings of this research is, however, that study abroad is most beneficial for the development of abilities related to social interaction. Students who go abroad can learn to do things with words, such as requesting, apologizing, or offering compliments, and they may also learn to interpret situations calling such speech acts in ways that local people do... In short, and logically, study abroad has been shown to enhance the aspects of communicative competence that are most difficult to foster in classroom settings (IES Abroad MAP© for Language and Intercultural Communication, p. 6).

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: 6+ semesters of college-level Spanish

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- Role plays
- Activities
- Dialogues
- Structured reading
- Written practice

Students are expected to engage with the community and take initiative as well.

REQUIRED COURSE MATERIALS: Class book *Español 401*. A selection of short stories by Latin American writers. Materials related to local news and Argentine and/or Latin American culture, selected by the teacher.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Attendance, class work, attitude, participation, homework and mini tests - 20%
- Weekly writings/assignments - 20%
- Project 1 - 15%
- Project 2 - 15%
- Midterm Exam - 15%
- Final Exam - 15%

Class work and participation

- The student should attend the course with the required study material: book, reader, etc.
- All class individual and group class activities, as well as any written answer or oral presentation may be graded.
- The teachers may give quizzes to their students any time, without notice, in order to foster the students' commitment and participation.
- It is not allowed to sleep in class or talk about topics other from the contents of the course. In case students do not follow these rules, the teacher is entitled to ask them to leave the room.
- It is not allowed to use any kind of cell phones, either to make or receive calls or SMS during the class.
- The use of laptops will only be allowed with the approval of the teacher.
- It is not allowed to eat in class. Only drinking is permitted.



- The students must help keep the classrooms neat and tidy.

Homework assignments

The students will have to spend 5 or 6 hours a week doing homework. We strongly recommend not to let undone homework pile up until the day before they are supposed to hand it in, but to devote an hour every day to it. The results are always much better in this way. The purpose of homework tasks is that students study, search information, and make exercises, in order to consolidate their knowledge of the topics taught in class. Homework will always include a writing assignment per week. The students who hand it in later than required, will obtain a lower grade.

Written assignments

During the first part of the semester, the first class day each week, save on weeks 5 and 13 (project weeks) and on weeks 7 and 15 (exam weeks), the students of IES Abroad Buenos Aires, will be expected to hand in a written text with their reflections, opinions and descriptions related to cultural or academic aspects. In these reports, **the students should apply an intercultural point of view, and analyze similarities and contrasts between their own culture and the local culture, considering “culture”**, in the broad sense several authors (Canale and Swain 1986, Sanz 1999, Miquel 2003) summarize as “the three Ps”, from the most evident and superficial (products, practices) to the most implicit (perspectives). The teacher of each course will determine each writing's extension according to the Spanish level of the course.

During the second part of the semester, students must work on a chronicle about their experience abroad, from a personal, literary, and/or journalistic point of view. The best works of the class will be selected by the teacher to participate in the **4th IES Buenos Aires Symposium**.

Research Project (it must be presented orally, with visual support)

Project 1 (individual or in groups of 2 or 3 students)

It consists of searching information about Buenos Aires and/or other places in Argentina and telling the class about it, using the communication tools reviewed and learned in class. The kind of research will depend on the interest of the students, so the subject will be chosen by each of them. It may be about museums, places for shopping or eating, parks and squares, bars, plastic arts, monuments, habits, neighborhoods, poets, soccer (*football*).

Also take into account that the visits with IES to sport events, such as football and rugby, to museums like the ethnographic museum and MALBA museum and to the theatre, may be the subject for your project, too. So, bring your camera and a notebook with you, in order to record all the details.

The way of presentation is also chosen by the students. It may be through a role play, a poster, a tourist guidebook, a video, a magazine, power point with pictures, a recording, performing a play scene, a game, etc.

You should tell the teacher about the subject of your project and the technical requirements for its presentation. (overhead, TV, CD/DVD, etc.). If you use power point for this project, you will not be allowed to use it for the next, and vice versa.

We recommend using posters handmade, so that a tangible product from your presentation remains, for other students interested in the subject to see.

The day of the presentation you are expected to hand in a written version of it. This writing will have another grade, as the weekly writings. In order to obtain a good grade, it is advisable to show the plan to the teacher, either in classes before the presentation or during the teacher's office hours.

Project 2 (individual or in groups of 2 or 3 students)

It may be about:

- a) a more academic project (e.g. tell the class about what you learned in other courses, perform part of the play you rehearsed at your drama course, etc.)
- b) the trip or trips you made during the mid- semester break



- c) a play you saw at the theatre, tango, your visits to different neighborhoods in BA.
- d) your final research paper on a subject at your choice.

In every case, you must talk with your teacher about the subject some days before your presentation, so that your work can be supervised. For project 1, it is not compulsory to make presentation in a formal register, but for project 2 it is a requirement. (you will be expected to use special words and phrases to introduce the subject, to open and close each part of your presentation, to talk about conclusions, to close your presentation and open a debate, etc.)

You should tell the teacher about the subject of your project and the technical requirements for its presentation. (overhead, TV, CD/DVD, etc.). If you use power point for project 1, you will not be allowed to use it for project 2.

We recommend using handmade posters, so that a tangible product from your presentation remains for other students interested in the subject to see.

The day of the presentation you are expected to hand in a written version of it. This writing will have another grade (as the weekly writings). In order to obtain a good grade, it is advisable to show the plan to the teacher, either in classes before the presentation or during the teacher's office hours.

Grading

A	93% and above
A-	90-92 %
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	Below 60

Rubric for the evaluation of writings

A	• An original, excellent work, which clearly follows the instructions. The chosen subject is relevant and has been deeply analyzed (always according to the Spanish level of the student). • It has almost no language mistakes, or the mistakes it has, have not been dealt with yet, due to the student's Spanish level. • The student uses a lot of the structures taught in class. • The presentation is very well organized (it has an introduction, a development and a conclusion or any other kind of organization which shows a previous writing plan.) Ideas are clearly expressed and related to one another by means of connectives or transitional sentences. The paragraphs also logically linked in this way. • The student uses a wide, accurate and suitable vocabulary according to their Spanish level, and they try not to repeat many words. • The writing has been submitted in due time and manner. • The writing is neat and tidy.
B	• An original, excellent work, which clearly follows the instructions. The chosen subject is relevant and has been well developed (always according to the Spanish level of the student). • It has some language mistakes (not many) that are not acceptable according to the student's Spanish level. • The work has some (not many) organization problems, either because they do not have any introduction or conclusion, or because the different ideas are not well connected, or the concepts are not clearly conveyed. The explanations can be understood, but with some effort. • The student uses some of the structures taught in class. • The student uses few connectives or plain ones like y, o, but and también, which they repeat constantly in order to organize their speech. • The vocabulary in the writing is wide, according to the student's Spanish level, and they try not to repeat many words. • The writing has been submitted in due time and manner. • The writing is neat and tidy.
C	• A work which follows the instructions in a plain way. The chosen subject is not relevant and /or is not completely developed – always taking into account the Spanish level of the student). • The writing has many language mistakes which are unacceptable according to their Spanish level. In this case, it is evident that there has not been a previous revision with the teacher. • The writing shows serious organization problems, or it lacks an introduction and an end, and disconnected ideas are predominant. There are very confusing paragraphs, but other central ones are correct. The teacher needs to make great effort to understand the message the student meant to convey, because it lacks many connectives or transitional paragraphs to link ideas. • The student uses much too limited vocabulary for their level, which is repeated all through the writing. • The writing has not been submitted in due time, and it is not tidy enough.

Rubric for the evaluation of projects (oral presentations)

A	• An original, excellent tidy work. The chosen subject matter is relevant. The student has done this research work with true interest. Besides, if the topic allows it, it shows an intercultural point of view, i.e., a deep observation of the similarities and differences between this new culture and their own. • The presentation is organized in a remarkably clear way, with an introduction, a development and a conclusion, and it is made with visual support (posters, pictures, etc.) which illustrate the topic. • It can be clearly seen that the student can handle the chosen topic with sound knowledge about it. • It is not a reading, but a fluent presentation. The student may use some notes as a reminder. • The student's pronunciation is clear, so the presentation is easy to understand. • There are very few, or none of the mistakes the student could have avoided according to their Spanish level. The grammar and vocabulary taught in class is used during the presentation. • The student has showed his project plan to the teacher before the day of the presentation, in order to confirm the relevance of the topic and to make the necessary correction, which they apply at the moment of the presentation. • The student shows their intention to talk only in Spanish all through the presentation (they have learnt new words and how to explain them in Spanish in case they are asked about them). • The student manages to catch the attention of the class and to gets the group to participate in their presentation.
B	• The quality of the work is good, the chosen topic is relevant, and it is well developed. • The presentation is attractive enough, and it follows a logical organization. • Although the presentation has continuity, there are some interruptions, or the student reads several quite long passages. We are not referring here to some notes as a reminder, which the student is of course allowed to use. • The Spanish grammar and vocabulary are suitable. There are few language mistakes which could have been avoided according to their Spanish level. • Idiomatic expressions are correctly used according to the student's Spanish level, though there may be some mistakes. • The previous draft is not well developed and the teacher's corrections do not seem to have been taken into account. • The student shows their intention to talk only in Spanish all through the presentation (they have learnt new words and how to explain them in Spanish in case they are asked about them). • The presentation has appropriate visual support.
C	• This is a simple work, done just to carry out the teacher's instructions. The chosen subject is not well developed. The presentation is not original, and it shows that it has been improvised. • It is badly organized and /or confusing, or it consists only of the description of a series of photographs, which shows the lack of real organization of ideas). • The student reads all the time, so it is not a real presentation. • The pronunciation is not clear. • There are a lot of language mistakes which could have been avoided at their Spanish level. • The student tries to answer the questions he is asked in English, though they can do it in Spanish. • The student cannot answer questions about the subject they have chosen.

Rubric for the evaluation of the attendance, work, attitude and participation in class

A	• The student constantly participates in class. They choose to make pertinent comments, make or answer questions. The student shows interest, they are always active in class and their participation is always pertinent. Their attitude is enthusiastic, and they show self-criticism, admits their mistakes and tries to correct them. • They work well in teams, in pairs or alone. • They bring extra topics to the class, such as questions that show they are interested in the class and that they have studied. • The student always does the required homework and they may even do extra homework, and always hands it in due time and manner. • The student is always punctual for class and their attendance is perfect or almost perfect. • They try to talk in Spanish all the time. • The student frequently attends the teacher's office hours, to talk about their doubts and or interests concerning Spanish.
B	• The student's participation and class work are good, though they mostly participate only when they are asked to. • The student always or almost always does their homework, though not always. They only comply with the teacher's instructions. They have a positive attitude, but sometimes they are distracted. • The student can work alone, in pairs or in groups. • The student is always punctual and has a good attendance. • The student sometimes attends the teacher's office hours. • The student almost always speaks in Spanish.
C	• The student does not participate in class activities or only does it if they are directly asked to. • The student seldom hands in work in due time and manner. The student does just the least they can. • The student is not committed to the class activities (they forget homework, or hands it in late, etc.). Sometimes they are present in class but seems to be distracted or disturbs the class. • The student is always late, and their attendance is bad. • The student frequently translates into English in a loud voice. • The student does not attend the teacher's office hours.

Ethics and Responsibility

The students must follow the rules about plagiarism mentioned in IES Abroad Handbook, page 41. Using printed electronic sources or copying writings or exams from other students will not be permitted. The students who violate these rules will be immediately summoned by the Academic Dean and will be subject to severe sanctions.

LEARNING OUTCOMES:

By the end of the course students will be able to achieve the outcomes for Independent level as defined by the IES Abroad MAP for language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

I. Intercultural Communication

- Students will be able to describe and analyze key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
- Students will be able to reflect on and discuss the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
- Students will demonstrate openness and acceptance of different beliefs and styles even when they do not agree with them.
- Students will accept responsibility for their own learning by defining their linguistic goals and demonstrating independence in their exploration of the culture.

II. Listening

- Students will be able to identify a fairly wide range of social and cultural dialects of the spoken language.
- Students will be able to understand most native speakers and non-native experts and comprehend a wide range of moderately complex interactions.



III. Speaking

- A. Students will be able to participate fully in most academic and social interactions using, when appropriate, complex language including slang, colloquial expressions, double entendres, and humor with increasing confidence.
- B. Students will be able to make arguments to support hypotheses and opinions on almost any topic of their interest.

IV. Reading

- A. Students will be able to read and understand textbooks and academic articles for classes taught in the host language as well as a wide range of popular texts for enjoyment.
- B. Students will be able to read and understand authentic materials including newspapers, advertisements, brochures, instruction manuals, etc. on abstract topics with some assistance at times.

V. Writing

- A. Students will be able to write for a wide range of native audiences and express themselves clearly and effectively.
- B. Students will be able to write essays for classes incorporating aspects of appropriate academic style with some assistance at times.

ATTENDANCE POLICY:

Attendance and punctuality are mandatory. Any legitimate reason for not attending class or a field work activity (medical emergency, etc.) must be referred **directly to the Academic office (not to the instructor) with proper documentation**. Students missing class due to medical reasons need to get a doctor's note from *Emergencias Médicas* to be handed-in at the Academic Affairs office. Without that note, the absence cannot be excused.

Being late to class will mean half of an absence. Coming to class more than 15 minutes late will mean one absence.

Every unexcused absence after the maximum allowance will lower half a point of the student's final grade (for instance, from A to A-, from A- to B+ and so on).

Students who are at risk of failing to meet these attendance requirements will be notified and summoned by the Center Director.

CONTENT:

Week	Content	Assignments	Corresponding Learning Outcome(s)
Weeks 1 & 2	Buenos Aires, malos aires Tema: Presentación del medio de inmersión • Funcional: Dar consejos y sugerencias. Realizar paráfrasis. Conocer los barrios y alrededores de la ciudad y manejar los distintos medios de transporte. Distinguir el uso del vos. • Contenidos gramaticales: Revisión de tiempos verbales. Revisión del imperativo. El voseo. • Vocabulario: Léxico regional relacionado con los medios de transporte y el ambiente urbano. • Temas culturales: La ciudad. Los barrios. Recorrido por el barrio.	• Primer trabajo escrito seminal sobre medios de transporte.	• I. A, C • II. A • III. B • IV. B • V. A
Week 3	La Biblia y el calefón Tema: Problemas de la vida en la ciudad • Funcional: Profundizar el conocimiento sobre la política en Argentina. • Contenidos gramaticales: Estructuras de condicional con si... Imperfecto y pluscuamperfecto de subjuntivo. • Vocabulario: Vocabulario político. • Temas culturales: El “ser nacional” argentino. • Lectura: Artículos periodísticos de diversos medios. • Video: Película Crónica de una fuga o Infancia clandestina.	• Seguir una campaña política y defender o discutir las ideas de un candidato.	• I. B, C • II. A • III. B • IV. B • V. A

Week	Content	Assignments	Corresponding Learning Outcome(s)
Week 4	Crisis y oportunidades Tema: Pobreza y marginalidad - Analizar cuentos en español. Reflexionar sobre la historia y la economía en el marco de la globalización. - Contenidos gramaticales: Impersonalidad, pasiva sintáctica y pasiva con “se”. Otros usos del “se”. Reflexivos. Registro formal y académico. - Vocabulario: Léxico relacionado con la inmigración en sus múltiples aspectos.	Escribir la reseña de una película.	I. A, B, D II. A III. A IV. A V. B
Week 5	Presentación oral del proyecto 1		
Week 6	Crisis y oportunidades (continuación) Tema: Pobreza y marginalidad (continuación) - Temas culturales: Crisis del 2001. Comparación con la crisis en EE.UU.. Comunidades y minorías en Buenos Aires. - Course-Related Trip: Visita al Jardín Japonés y/o al Barrio Chino. - Lecturas: Selección de cuentos de Mempo Giardinelli. - Video: Vientos de agua, episodio 1. Pino Solanas, Memoria del saqueo (fragmento).	Escribir la reseña de una película.	I. A, B, D II. A III. A IV. A V. B
Week 7	Revisión para el examen parcial MIDTERM EXAM		

Week	Content	Assignments	Corresponding Learning Outcome(s)
Week 8	Es menester que sea rock Tema: La cultura del rock en la Argentina - Adquirir un panorama de la música actual en Argentina. Mejorar las destrezas en la audiocomprensión. - Contenidos gramaticales: Clases de palabras y derivación. Ser/estar/haber. Usos del gerundio. - Vocabulario: léxico vinculado a canciones y música. - Temas culturales: Rock argentino. Cruce con otros ritmos y músicas. Los estereotipos de lo latinoamericano. - Audio: selección de canciones. - Video: Elepé (programa especial sobre rock argentino), videoclips.	Escribir la reseña de un disco o recital.	I. A, C, D II. A, B III. B IV. A, B V. A, B
Week 9 & 10	Decime qué español hablás y te digo de dónde sos Tema: Variedades del español - Utilizar conectores y manejar pautas de escritura académica. Distinguir formalidad de informalidad y adquirir fórmulas de cortesía. - Contenidos gramaticales: Discurso directo e indirecto. Acentuación y voseo. Verbos de dicción. Formalidad y fórmulas de cortesía. - Vocabulario: Léxico regional. Fórmulas formales y de cortesía. - Temas culturales: Español regional y español neutro. El spanglish. - Video: Vientos de agua, episodio 2. El DVD de - Aula: “Voces de América”.	Realizar un video que muestre partes clave de la ciudad.	I. A, D II. A, B III. A IV. A V. A

Week	Content	Assignments	Corresponding Learning Outcome(s)
Weeks 11 & 12	Puro chamuyo Tema: El origen del lunfardo. El lunfardo actual. Contraste del habla según el origen social (sociolecto) - Identificar y comprender el lunfardo local. Distinguir y manejar sociolectos. - Contenidos gramaticales: Perífrasis verbales. Revisión de preposiciones. Por y para. Verbos con régimen preposicional. Volverse/quedarse/ponerse/hacerse/llegar a ser. - Vocabulario: palabras del lunfardo, del vesre y argentinismos. - Temas culturales: El tango. Lunfardo antiguo y actual. Léxico y expresiones. El vesre. - Lectura: ¿Vos me querés a mí? (selección de capítulos). - Video: Lunfardo argento. Película Tiempo de valientes. - Audio: Selección de tangos ("Tomo y obligo", "Por una cabeza", "Tortazos", "Triste paica", "Milonga lunfarda"). Entrevista a José Gobello.	Moodle: diccionario de referencia. (El diccionario funciona como un foro interactivo de referencia.)	I. D II. A, B III. A IV. B V. A, B
Weeks 14	Presentación oral del proyecto 2		

Week	Content	Assignments	Corresponding Learning Outcome(s)
Week 15	No tan distintos Tema: Masculino y femenino. Diferencias de género - Reflexionar sobre el género a nivel gramatical y cultural. - Contenidos gramaticales: Relativos. Matrices intencionales. Alternancia indicativo/subjuntivo. Neologismos relacionados con el género. - Vocabulario: Léxico relacionado con lo masculino y lo femenino. El sexism en el lenguaje. - Temas culturales: Machismo y feminismo. Los piropos. Metrosexuales y nuevas mujeres. Debate: aborto y discriminación. Sexismo en el lenguaje. Propagandas “Contradicciones” e “Igualismo”.	Último CORE: reflexión sobre la experiencia intercultural de intercambio.	I. A, B II. A, B III. B IV. B V. A
Week 16	Revisión para el examen final FINAL EXAM		