



SP 451 SPANISH LANGUAGE IN CONTEXT: COMPETENT ABROAD
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: 8+ semesters of college-level Spanish

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- Instructors will use the classroom as a space to structure practice through role plays, activities, dialogues, structured reading, and written practice to facilitate learning.
- Students are expected to engage with the community and take initiative as well.

REQUIRED COURSE MATERIALS: Class book *Español 451*. 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 - 10%
- Weekly writings/assignments, homework and mini tests - 20%
- Project 1 - 15%
- Project 2 - 15%
- Midterm Exam - 20%
- Final Exam - 20%

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

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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 per week. The students who hand it in later than required, will obtain a lower grade.

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.



C. Students will be able to recognize and appreciate the beauty of language when they hear it.

III. Speaking

Students will be able to talk about abstract ideas and concepts, engage in agreement or disagreement, and defend their opinions with supporting evidence.

B. Students will be able to use the language for a wide range of creative purposes.

C. Students will be able to use an extensive variety of colloquial expressions and humor effectively.

D. Students will be capable of varying their language to make subtle and complex distinctions (e.g. formality and informality) with a wide array of native speakers.

IV. Reading

A. Students will be able to read and understand a wide range of popular texts from the local community (print or online).

B. Students will be able to understand the main ideas and supporting details when reading many works of literature and nonfiction with some assistance at times.

C. Students will be able to recognize and appreciate the beauty of the written word.

V. Writing

A. Students will be able to write academic texts that describe, relate, report, compare and contrast, analyze, and summarize with a high degree of precision and accuracy on a wide range of topics.

B. Students will be able to distinguish between the written style and the spoken style, and will be able to use the written style effectively with some support.

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	Corresponding Learning Outcome(s)
Weeks 1 & 2	<ul style="list-style-type: none"> Functional: Formal letter and e-mail writing. Scholarship application. Recommendation letters. Grammatical: Formal and informal register. Instructions, conditions, requirements, prohibitions. Concessive, consequence, and purpose clauses. Conditional clauses (<i>si</i> + ...). The emphasis in Spanish. Special cases: diacritical tilde, contrast between interrogative pronouns / exclamatory sentences and no signs relative. Hiatus. The voseo. Vocabulary: Phrases for saying hello and goodbye. Vocabulary related to school forms. Phrases and colloquialisms of the "rioplatense" River Plate. Understanding <i>lunfardo</i> and other local expressions for daily situations which are culturally significant. Talking informally with such expressions Culture: Transportation, security, environment, urban planning. Urban tribes. The series "Vientos de Agua " directed by Juan José Campanella (Chapters 1 & 2). Spanish appellations of the Rio de la Plata. Tango. Singers, composers, and songs ("<i>Tomo y obligo</i>", "<i>Por una cabeza</i>", "<i>Tortazos</i>", "<i>Triste paica</i>", "<i>Milonga lunfarda</i>"). 	<ul style="list-style-type: none"> I. A, B, C II. A III. B IV. B V. A, B

Week	Content	Corresponding Learning Outcome(s)
Weeks 3 & 4	<ul style="list-style-type: none"> • Functional: Writing headlines. Impersonality. The interview as a discursive genre. • Grammatical: Passive voice and impersonality clauses. Uses of se. Speech. Correlations verbal. Refer a prior speech: indirect style introductory verbs in the past tense. Lexical accuracy: verbs of saying (express, acknowledge, declare). The adjective, its position regarding the noun. Some restrictions positional adjectives. Analysis of those adjectives in which the change of position means a change of meaning. • Vocabulary: Vocabulary related to people's biography and to crisis and global issues. Comparison and contrast terms. Additive transitions: además, también, encima, como si esto fuera poco (besides, on top of that, and if it wasn't enough). • Culture & literature: 2001 Argentine Crisis. Immigration in Argentina. Reflections on exclusion, xenophobia, and discrimination. The series "Vientos de Agua " directed by Juan José Campanella (Chapters 3 & 4). "Something very serious is going to happen in this town" ("Algo grave va a suceder en este pueblo") by Gabriel Garcia Marquez. 	<ul style="list-style-type: none"> • I. A, B, C, D • II. A, C • III. B • IV. B • V. A

Week	Content	Corresponding Learning Outcome(s)
Weeks 5 & 6	<ul style="list-style-type: none"> • Functional: Making a review of an event or show. Review of an event or concert. Formal development a subject (oral and written work). • Grammatical: Word formation. Prefixes and suffixes. Revision of <i>Ser/estar/haber</i>. Discourse markers (part 1). Expand the resources to present information. Discourse markers: organizers, rephrase markers, summarize markers. Markers to express causes, consequences, arguments and counterarguments. • Vocabulary: Word families. Vocabulary related to the senses. Vocabulary related to music and show business. Graffiti and sayings. • Culture: Journey to the past. The conquest and the viceroys. The gaucho as a symbol of the Argentine. Independence. The Rosas era. Twentieth century, “cambalache”. Peronism. Evita. Che Guevara and the revolutionary movements in Latin America. The infamous 70's. The dictatorship of 76 to 83 in Argentina. The Falklands War. Argentina, a democratic country ..Argentine Rock. Blending with other rhythms and music styles. Stereotypes associated with Latin America. • First oral presentation 	<ul style="list-style-type: none"> • I. A, B, D • II. A • III. A • IV. A • V. B
Week 7	Oral presentation MIDTERM EXAM	

Week	Content	Corresponding Learning Outcome(s)
Weeks 8 & 9	<ul style="list-style-type: none"> • Functional: Direct/Indirect speech. Opinion and argumentation resources. • Grammatical: Reporting verbs. Cause, consequence, opposition, and conditional transitions. • Vocabulary: Differences among the Spanish, Latin American and Argentine lexicons. Learn words and expressions related to animals that are used metaphorically. Write a short report on a controversial issue. Comparisons and colloquial expressions containing animal names. Learn words and expressions related to body parts that are used colloquially figuratively (meter la pata, ser codito de oro.). • Culture & literature: Language varieties and language politics. Nonverbal language. Discuss nonverbal communication. Gestures and cultural misunderstandings. Text "Lechón" by Antonio Dal Masetto 	<ul style="list-style-type: none"> • I. A, C, D • II. A, B • III. B • IV. A, B • V. A, B

Week	Content	Corresponding Learning Outcome(s)
Weeks 10 & 11	<ul style="list-style-type: none"> Functional: Express sensations, transformations in a literary way. Grammatical: Simple Future Indicative and its use to express probability in the present. The Future Indicative compound and its use to express probability in the past. Prepositions. Verbal periphrasis. Transformation verbs (<i>volverse, quedarse, ponerse, hacerse, llegar a ser</i>). Prepositions. Verbs preposition. Learning to interpret and choose the preposition in a meaningful way. Prepositions in space, time and the world of ideas. "A" preposition with direct supplements. Combination of prepositions. Relative pronouns (who, whom, which, whose, where, when, who) with and without preposition. Relative clauses to explain and to specify. Uses and restrictions in each case. Control mechanisms of formation of words to learn vocabulary. Compound words for objects and people. Derivation by prefixes and suffixes. Literary games with the rules of word formation in Spanish: the case of Borges, Bioy Casares, Gironde and others. Vocabulary: Sensations. Learn vocabulary and lexical resources for understanding literary texts. Descriptive vocabulary in literary texts referred to the five senses. Culture & literature: The arts. Letters. Great storytellers of the twentieth century. The story "Like a lion" of Haroldo Conti. The "Crisis" magazine project or how to empower the voice of the "opinion receivers". The music. The folklore. The painting. Cartoons of Joaquín Lavado (Quino). The tango "Barrio de Tango" played by Roberto Goyeneche. 	<ul style="list-style-type: none"> I. A, D II. A, B, C III. A IV. A V. A

Week	Content	Corresponding Learning Outcome(s)
Week 12 & 13	<ul style="list-style-type: none"> Functional: summarizing, organizing and conveying information about formal education and work experience. The resumé (<i>curriculum vitae</i>). Grammatical: Correlation of verb tenses. Gender revision. Expressing wishes. Pronouns. Be aware of when and why pronouns are analyzing and understanding the context of use. The use of personal pronouns and their meaning in the context in which they appear. Uses of "is". The "se" emphatic. "Lo", "la", "le" (use in different dialects). "Ser" and "estar" in contrastive position: special cases that can be used both (with change of meaning). Vocabulary: words and expressions related to work, education and gender issues. Expressing feelings and emotions. Texts and vocabulary about our emotions and how it affects the cultural context. Culture: Gender, sexism and feminism. <i>Piropos</i>: catcalls vs. flirtatious comments. "The King in Love" ("El rey enamorado") from Les Luthiers. The culinary culture in Argentina. The traditional dishes. The mate. The glossary of mate and ritual. The Arab heritage: the empanadas. The star of the alfajores: dulce de leche. The roast. Today's kitchen. The challenges of feminism to the XXI century by Amelia Valcárcel. Second oral presentation. 	<ul style="list-style-type: none"> I. D II. A, B, C III. A IV. B V. A, B

Week	Content	Corresponding Learning Outcome(s)
Weeks 14 & 15	<ul style="list-style-type: none"> • Functional: Narrating intrigue stories. Crime stories and police • Grammatical: Verb aspect. Simple Past/Past Perfect revision. <i>Nunca/siempre, en/durante</i>. The contrast pero/sino. Formal and informal conditional, final and preventive transitions (unless). Its combination with the indicative or subjunctive. Formal and informal causal and temporal transitions. Its combination with the indicative or subjunctive. • Vocabulary: Journalistic language. Common vocabulary in each of the sections of a newspaper. More precise vocabulary to replace general meaning verbs (do, have, have, put). Nominalization. Formation and evolution of the Spanish language. The substrate languages. The Latin dominates the peninsula. Germanic invasions. The presence of the Arabs in the Iberian Peninsula for 8 centuries. The incorporation of Americanisms, anglicisms, Gallic and Italianisms. • Variety of Spanish. Salient features of Spanish spoken in the various regions of Latin America. • Culture & literature: Jorge Luis Borges, "<i>Emma Zunz</i>". <i>Mujeres argentinas: "Yiya Murano, envenenadora"</i>. The mass media. The radio. What argentinians used to hear on the radio. Television. Programs that made history. The national cinema and its beginnings. The current cinema: recent productions. Newspapers: Past and Present. This Argentine journalism. The population. Society. Health. Education. A good choice for higher education. The national constitution and system of government. The story "The long laugh all these years" of Rodolfo Fogwill (1983). Democracy literature. • Variety of Spanish. Trips back and forth. Interviews with Hispanic immigrants in the world. 	<ul style="list-style-type: none"> • I. A, B • II. A, B • III. B • IV. B • V. A, B
Week 16	Review FINAL EXAM	