



## CIEE Buenos Aires, Argentina

|                           |                                |
|---------------------------|--------------------------------|
| Course title:             | Communicative Spanish Language |
| Course code:              | SPAN 0001 BAAR                 |
| Programs offering course: | Buenos Aires Summer            |
| Language of instruction:  | Spanish                        |
| U.S. semester credits:    | 1                              |
| Contact hours:            | 15                             |
| Term:                     | Summer Session I 2020          |

### Course Description

This course is designed for students of all Spanish levels. The goal of this language course is to bring students to communicative competency in the Spanish language and to facilitate their immersion in a Spanish-speaking environment. The course provides the linguistic tools necessary for students to make themselves understood as well as to enable them to gain a better understanding of the way of life and cultural experience in Buenos Aires. Successful communication is the main goal. Students will be exposed to different authentic material to best create communicative strategies, adapt to the local variety and improve their understanding and production of the Spanish language in oral and written form.

### Learning Objectives

By completing this course, students will:

- Develop students' practical knowledge of the Spanish language to best adapt in the Argentinean context. The communicative focus of this course helps beginners develop their speaking and comprehension skills and provides advanced speakers to learn the variety and particularities of the Spanish of Buenos Aires.
- Help students determine best practices to function in "everyday situations" (i.e. restaurants, shops, ticket inspections, directions, giving and asking for personal information, etc.) so as to have a greater integration and immersion in the Latin-American culture and society.
- Help students develop greater confidence in speaking Spanish by mainly focusing in oral and conversational strategies and uses.



- Provide the necessary basis for gaining conversational ability by limiting the amount of formal grammar study to the minimum, and focusing instead on communicative functions, pronunciation, and understanding of common phrases and slang.

#### Methods of Instruction

This course centers on students' participation and active practice of elementary grammar, basic vocabulary and communicative functions of the language. Assessment is regular and designed to reinforce learning. Students will be required to complete short everyday tasks outside the class. Guided out-of-class activities will take place when necessary to have a real linguistic contact with locals and reinforce the structures covered in the classroom. Materials such as handouts, PowerPoint presentations, songs and authentic videos and written texts will be used in meaningful activities geared towards the acquisition of the vocabulary and structures in practice. Roles plays, cooperative work and group presentations will be carried out in a controlled environment for language practice. Short grammar explanations will be provided by the instructor when necessary and comparisons with students' native and heritage language might be offered when relevant.

#### Assessment and Final Grade

|    |                      |      |
|----|----------------------|------|
| 1. | In Class Assignments | 20%  |
| 2. | Homework Assignments | 20%  |
| 3. | Vocabulary Quizzes   | 20%  |
| 4. | Final Project        | 20%  |
| 5. | Participation        | 20%  |
|    | TOTAL                | 100% |

#### Course Requirements

##### In Class Assignments

As a means to both assess students' learning and prepare them for real situations outside the classroom, in class assignments will be done. These will consist on role play in which students practice the phrases they learned that week and short written production that stimulate the creative process of language acquisition. These tasks will be assessed in accordance to the level and progress of each particular student.



#### Homework Assignments

There will be several kinds of homework assignments, such as watching videos or interviewing locals, playing games, or going on excursions and taking notes.

#### Vocabulary Quizzes

There will be two quizzes on vocabulary and basic reading and listening skills. All language items will be tested through simple, contextualized tasks.

#### Final Project

As this course focuses on oral language skills, the final project will be a short sketch that students write and perform in class, based on what they have learned in the course and their experiences in Buenos Aires.

#### 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.

#### Attendance

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for short-term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the



absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences will lead to the following penalties:

| Percentage of Total Course Hours Missed | Minimum Penalty  |
|---|--|
| Up to 10%                               | Participation graded as per class requirements   |
| 10 – 20%                                | Participation graded as per class requirements; grade penalty & <b>written warning</b> |
| More than 20%                           | Automatic <b>course failure</b> , and possible expulsion                               |

N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

Weekly Schedule

Week 1

Class 1.1 Introductions

By the end of this class, the students will be able to introduce themselves, spell their own names for clarification when necessary, ask typical questions for introduction and give simple short answers. The key vocabulary of this class will vary depending on students' needs. For grammar, a brief explanation of structures of simple questions and short answers will be provided.

## Class 1.2 We Love Eating

Students will report to class the different kinds of conversations they had with local people. They will explain what happened, share their use of the sentences learned in class, and any other expressions or words. They will also introduce cultural aspects they noticed during the conversations, such as gestures and other body language. Aspects of Argentinian culture relating to food and eating, such as eating habits, meal times, and typical dishes, will be discussed. Students will engage in an in-class role play imitating a situation in a restaurant and/or otherwise related to food and eating habits. Students will also tour together a local fruit and vegetable street market, getting hands-on practical experience in asking questions and using the vocabulary learned in class.

### Due: In Class Assignment 1 & Homework assignments:

- Attempting a conversation in Spanish with local people (someone from CIEE, someone in the neighborhood, someone they met), taking notes and reporting on the conversation in the following class.
- Going to a supermarket or grocery store and bringing a volante (insert or flyer) to class.

## Week 2

### Class 2.1 Solving Problems

The main goal of this class is to provide simple phrases that will be useful to solve problems. Some sentences like “Tengo un problema”

“¿Puede ayudarme?” and verbal forms such as “Necesito / Tengo que/ No puedo / No encuentro / No tengo” will be introduced. Typical, frequently occurring problems will be discussed, specific language structures will be presented and practiced through role plays. The students will also learn very basic, frequently needed abbreviations.

Due: Quiz 1 & Homework Assignment:

- Food project: take pictures of food in a restaurant or market; research the names, ingredients and other information about the new food; share the pictures and the information found in a discussion group before the next class.

Class 2.2 Buenos días, Buenos Aires

By the end of this class students will be able to read addresses in Spanish, ask questions about the location of stores, streets, and places in the city, especially in the neighborhood they live and study in. Maps or apps will be useful to help students visualize and learn more about the city they are in. The class will be run mainly on the street, to involve the students in real-life situations. Some grammar notions will be introduced: prepositions and article before names of places, gender of certain names of places and neighborhoods in Buenos Aires, and the structure of frequently asked questions (“¿Dónde queda? / ¿Dónde está?”). On the excursion, the students will form small groups and go to various shops in the neighborhood (buying pharmacy products; exchanging money; purchasing groceries; inquiring about movie times and entrance tickets to a popular tourist attraction, etc.)

Due: Quiz 2 & Homework Assignment:

- During the week, take turns pretending to need help with something and send a text message to the class group using social media. Give suggestions and comments in Spanish to help each other. The instructor will monitor and provide help if necessary.

Week 3

### Class 3.1 ¿Cómo llego?

The students will work in groups sharing maps and practicing together language learned in previous lessons. The session's focus will be on how to ask for directions. The goal is to be able to understand directions in Spanish and ask for clarification or check information. Another key issue to be explored in this class is how to use public transportation in the city. Students will focus on phrases and keywords in possible questions and answers, such as numbers, names of neighborhoods or places.

Due: In Class Assignment 2 & Homework assignment:

- Matching exercises on vocabulary.
- Group Project (in pairs or trios): gather key information about the most popular neighborhoods in Buenos Aires (San Telmo, Puerto Madero, Palermo, Boedo, Belgrano, etc.) and organize a visit for the whole class. Each project will be presented to all students, who will then choose one for their visit.

### Class 3.2 Fashion and Shopping

The students will work with magazines and newspapers describing and comparing the fashion industry in Buenos Aires. The session's focus will be on how to describe people. The goal is to be able to compare clothing, style and looks in Spanish, as well as to show taste and likes.. Another key issue to be explored in this class is how beauty and looks differ in different countries and what the particularities of Argentine and Latin American culture are. Students will focus on phrases and keywords in possible questions and answers, such as colors, clothing pieces, physical aspects, etc.

Due: In Class Assignment 3 & Homework assignment:

- Matching exercises on vocabulary and clothing game and role-play.

- Students will be asked to fill an interview form for different shopping places. This will include pricing list, description of shops and outfits. They will also recreate an interaction on buying and selling.

Week 4

Class 4.1 Holidays and attractions

The students will work in groups sharing trip advisor blogs and brochures. The session's focus will be on how to create a trip in Argentina. The goal is to be able to express tastes and likes of different landscapes and attractions, and ask for clarification or check information. Students will compare the different regions of Argentina and compare them to other ones they know.

Due: Quiz 3 & Homework assignment:

- Matching exercises on vocabulary.
- Group Project (in pairs or trios): present a special location or attraction seen in Argentina or Buenos Aires. Make a visual and oral presentation of curious places and experiences.

Class 4.2 Final Project: Living and Learning in Buenos Aires

Students will develop an oral presentation using the most relevant structures and lexical elements for successful communication with regards to the selected topic. They will have to describe, narrate, compare, ask questions and give answers, provide explanations and make excuses, and explain what they need or what they are looking for. Topic options include: Lost in the city; Keep calm and eat asado; Dancing tango in San Telmo; Shopping at Palermo; I need a coffee.

Due: Homework Assignment:

- Matching exercises on vocabulary and the questions
- Visit Retiro Station and complete a questionnaire about how to get to key places in the city from there.



## Course Materials

### Readings

No specific readings are planned for this course. Instructor will make all materials available via e-mail or as handouts. All reference materials are CIEE material specially designed for the course.

### Online Resources

- Página oficial de turismo de la Ciudad de Buenos Aires  
<http://www.turismo.buenosaires.gob.ar/>
- Real Academia Española. (2001). Diccionario de la lengua española (22a ed.). Consultado en <http://www.rae.es/rae.html> o en aplicación para dispositivos móviles.

### Media Resources

“Cajita de música” Texto de José

Pedroni, música de César Isella, intérprete Mercedes Sosa.

<https://www.youtube.com/watch?v=Yn1i67UcgS8>

“En blanco y negro” Texto, música e intérprete Silvina Garré.

[https://www.youtube.com/watch?v=GP2\\_TT3gvUc](https://www.youtube.com/watch?v=GP2_TT3gvUc)

“Mi ciudad” Texto de Nacha Guevara, música de Alberto Favero, intérprete Nacha Guevara. <https://www.youtube.com/watch?v=eMs2Usjtw4w>

“Un camino nos separa” Texto y música de Litto Nebbia, intérprete Silvina Garré.

<https://www.youtube.com/watch?v=eMs2Usjtw4w>