



University of
New Haven

Advanced Conversational Spanish: Daily & Practical Uses

SECTION I: Course Overview

Course Code: SPN311

Subject Area(s): Spanish Language & Literature

Prerequisites: See Below

Language of Instruction: Spanish

Total Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

The course has been created for students who have already completed an intermediate level of Spanish and who, consequently, have a thorough knowledge of the basics of Spanish grammar, but who now wish to turn their focus on consolidating their understanding and expanding their ability to communicate through real practice, both orally and in specific written formats. The main aim is to develop your communicative proficiency. To achieve the course goals, you will participate in active conversation inside and outside the class, while you practice your grammar in class and on homework activities to enhance your writing skills. Since successful communication always depends on the cultural context, a key part of the course will be discussing topics related to the social and cultural context in which the course is taught (i.e., Argentina and Buenos Aires). Various types of texts will be read and analyzed during class time. You will be asked to write plot summaries or reports, short essays and reaction papers on movies.

To give you further opportunities to develop your linguistic and intercultural skills, this course will expose you to interaction with the local community as you learn about Argentine society. This gives you a privileged opportunity to develop first-hand insight and sensitivity towards cultural differences and to understand the ways in which culture and language intersect. In this sense, you will be encouraged to utilize these lessons not just as a useful aid to your progress in other courses at the CEA Study Abroad Center, but as a set of tools for unlocking a wide range of intercultural discoveries whilst living and studying abroad.

Activities include in-class discussions, debates, surveys, interviews, presentations, and writing activities. Given the importance of using language in context, you will therefore experience the Spanish language and culture

through real practice: for example, you will learn to talk about food by researching in local restaurants or interviewing local chefs. A key component of the course will be activities designed to promote direct contact with the host culture, via surveys, interviews, and language exchanges with local students. This is an active course and to take full advantage of it, you must be motivated to learn and ready to participate. Only in this way will you make real and observable improvements in your oral and written competency.

LEARNING OBJECTIVES

Cognitive/Knowledge Skills

- Demonstrate a consolidated ability to talk about a wide variety of topics ranging from personal experiences and everyday life to social, professional and institutional subjects.
- Be able to express ideas and opinions accurately and confidently.
- Be able to interact with the host-community with a marked degree of fluency.
- Acquire new vocabulary through practice in different types of discourse, including narration, description, critical commentary, debate, and dramatic dialogue.
- Recognize and identify specific characteristics of Spanish culture and society.

Analytical/Critical Thinking Skills

- Develop and use critical thinking tools for understanding your new social and cultural surroundings
- Apply your knowledge to make your communication more effective.
- Defend a point of view, refute an argument and reach an agreement in Spanish.
- Engage in communicative situations with a high level of complexity to express ideas, opinions, advice, feelings, reactions, hopes and plans.

Affective & Behavioral/Attitudinal Skills

- Demonstrate curiosity for intercultural differences and Argentine society and culture.
- Gain a deeper insight into local customs and lifestyles and make more connections in the host community.
- Learn about current cultural aspects of society of the host community and country.
- Compare and analyze day to day experiences and communication patterns between the host and home culture and society.

PREREQUISITES

Prior to enrollment, this course requires you to have completed either Intermediate Spanish II or the equivalent of 4 semesters of college level Spanish Language instruction.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SEMESTER

ATTENDANCE POLICY

This class will meet twice weekly for 90 minutes each session. All students are expected to arrive on time and prepared for the day's class session.

The instructor reserves the right to make changes or modifications to this syllabus as needed

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at Xth absence
Courses meeting 2 day(s) per week	2 Absences	8th Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES								
Absence	1st	2nd	3rd	4th	5th	6th	7th	8th
Penalty	No Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	1.5 Grades Docked	2 Grades Docked	2.5 Grades Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES								
Grade	A+	A+	A	A-	B+	B	B-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation	10%
Compositions	15%
Homework	10%
Quizzes	10%
Midterm Exam	20%
Final Oral Exam	15%
Final Written Exam	20%

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

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CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (10%): Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B+/B (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C/C- (7.69 – 7.00)

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You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	D (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	F (5.99 – 0.00)

Compositions (15% total, 5% each): During the course of the term students will have to submit three essays (175-200 words in length). Students will be given a hand-out on which there will be a list of subjects to choose from and the guidelines to each individual assignment. The composition topics will also require interaction with Spanish speakers in the form of an interview or informal conversation and/or onsite research to a local destination of interest. Your work will be evaluated on the basis of accuracy of expression, integration of new vocabulary and creative content. As you write, draw on the structures and vocabulary of recent lessons. Avoid drafting a composition in English and then translating it into Spanish. Instead, recombine creatively the Spanish models you have mastered so far. Plagiarism is unacceptable: never copy your composition from another source. Always cite every source used in your papers, including sources obtained via the Internet. You are not allowed to ask anyone for help writing or even proofreading the compositions. The use of Internet translation services is considered plagiarism. Students who are guilty of plagiarism will be assigned a 0 for the assignment and their home institution will be notified. No late compositions will be accepted.

Homework (10%): You are responsible for all assigned work and you should be aware that absence from the preceding class is not an excuse for non-preparation. All assignments are subject to change based on class progress, and you will be normally told in the preceding class of such changes. In case of absence, it is your responsibility and yours alone to find out what was the assigned homework and the material covered. Your instructor will collect your homework periodically and randomly to ensure that you are keeping up with the course material and that you are making satisfactory progress. If you wish to have your homework further explained by the instructor, please bring it to their attention at the end of the class period.

Quizzes (10%): These quizzes are designed to establish the progress you are making towards meeting the course learning objectives listed above. It is comprised of questions and exercises that test your abilities in different areas of language competency. There will be no make-up quizzes.

Midterm Exam (20%): The exam is designed to establish the progress you are making towards meeting the course learning objectives listed above. It is comprised of questions and exercises that assess your abilities in different areas of language competency. There will be no make-up exams.

Final Oral Exam (15%): Students will work in groups or individually to develop a final presentation about a subject related to Spanish society or culture. This activity gives you an opportunity to practice your oral skills and to demonstrate the level of spoken Spanish you have achieved at the end of the term. The instructor will give you a handout with a list of possible topics, the rules of the presentation and the dates.

Final Written Exam (20%): The final written exam is comprehensive and it will be administered on the last day of class.

EXPERIENTIAL LEARNING ACTIVITIES (AICAP)

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). The following experiential learning activities are included in this course:

- Field Study to Museo Casa Rosada
- Field Study to Museo Nacional de Bellas Artes
- Field Study to Museo Evita

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

I. REQUIRED TEXT(S): The required text(s) are listed below:

Destefanis, M. E. & Sanrame, M. M. *En Camino. Español como Lengua Extranjera. Nivel Avanzado A.*

ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the “While You’re Abroad Tab” and make sure you are under the “Academics” sub-menu. There you will see a link above your schedule that says “View Online Courses” select this link to be taken to your Moodle environment.

- **Online Reference & Research Tools:** The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library.

Grammar & Vocabulary

<http://www.spaleon.com/index.php>

<http://www.indiana.edu/~call/ejerci.html>

<http://www.auladiez.com/ejercicios/index.html>

<http://babelnet.sbg.ac.at/carlitos/index.htm>

<http://spanish.about.com>

<http://www.travlang.com/languages/indextext.html>

<http://www.studyspanish.com>

Readings

<http://home.cc.umanitoba.ca/~fernand4>

<http://cvc.cervantes.es/aula/lecturas>

<http://www.tecuento.com>

Newspapers & Magazines

<http://www.clarin.com>

<http://www.lanacion.com.ar>

<http://www.ambito.com>

<http://www.cronica.com.ar>

<http://www.infobae.com>

<http://www.laprensa.com.ar>

<http://www.ole.com.ar>

<http://www.apertura.com>

<http://www.mercado.com.ar>

Radio

<http://www.continental.com.ar>

<http://ar.cienradios.com>

<http://www.rivadavia.com.ar>

COURSE CALENDAR

Advanced Conversational Spanish: Daily & Practical Uses

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	Course Introduction Review Syllabus & Classroom Policies	In-class debate: “Buenos Aires Paraíso” “Somos arrogantes”	—
Unit I. Jobs & Routines			
2	Imagining Argentina Giving and requesting information Describing and talking about your country	In-class viewing: <u>“Marca país”</u> Practice: Verbs <i>Haber/Tener</i>	—
3	“It’s said about me” Introducing yourself Description of personal strengths and weaknesses	In-class viewing: <u>“Yo soy Betty la fea”</u> Practice: Verbs <i>Ser/Estar</i>	Reading: <i>De Uruguay, a la aventura de ser un bicho de ciudad,</i> “En camino” p. 12 Grammar Review: “En camino” pp. 27-28 Homework Practice: “En camino” p. 13
4	A Perfect Day Talking about your job and your daily routines Describing habits	In-class debate: <u>“Las mejores horas para el estudio, el sexo y un trago”</u> Practice: Reflexive verbs	—
5	A Perfect Job Narrating experiences Giving advice	In-class debate: “Entrevista laboral: Claves para ir bien preparado” Practice: Commands	Reading: <i>Los 10 peores errores en una entrevista de trabajo,</i> “En camino” p. 34 Grammar Review: “En camino” pp. 44-45 — 34-35 Homework Practice: “En camino” pp. 34-35

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6	<p align="center">A Perfect Job Selection techniques and methods Tests and trials in Argentina and the US</p>	<p>In-class viewing: “El método”</p> <p>In-class debate: “Qué es capaz de hacer una persona para conseguir un buen trabajo?”</p> <p>Practice: Conditionals</p>	<p>Grammar Review: “En camino” p. 25</p> <p>Homework Practice: “En camino” pp. 37-41</p>
7	<p align="center">Careers for the Future Talking about the future</p>	<p>In-class debate: “Best Jobs of the future”</p> <p>Practice: Future Tenses</p>	—
8	<p align="center">The Kitchen of Power Food and politics</p>	<p align="center">Field Study: Museo Casa Rosada</p>	*Written Assignment #1
Unit II. Celebrations & Rituals			
9	<p align="center">Food as Ritual The importance of food</p>	<p>Group Exercise: Survey on old & new culinary habits</p> <p>Practice: Verb <i>Gustar</i> & Adjectives</p>	<p>Grammar Review: “En camino” p. 29</p> <p>Homework Practice: “En camino” p. 16</p>
10	<p align="center">Food & Beverages from Buenos Aires Comparing and contrasting</p>	<p>In-class debate: “San Martín tomaba helado”</p> <p>Practice: Imperfect Tense Comparative Structures</p>	<p>Grammar Review: “En camino” pp. 22-23</p>
11	<p align="center">Gastronomic & Culinary Experiences (I) Giving instructions and recommendations</p>	<p>In-class debate: “¿Arte o chamuyo? La primera sommelier del mate”</p> <p>Practice: Basic Subjunctive</p>	<p>Grammar Review: “En camino” pp. 46-47</p>

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12	Gastronomic & Culinary Experiences (II) Making decisions & arguing for and against them	In-class debate: “Platos típicos” Practice: Basic Subjunctive Revision	Grammar Review: “En camino” pp. 46-47 Homework Practice: “En camino” pp. 140-147
13	Family & Traditions Agreements and disagreements	In-class debate: “Clichés on immigrants” Practice: Basic Subjunctive Revision	Grammar Review: General Review
14	MIDTERM EXAM		
15	Día de la Memoria Remembering the past	In-class debate: “Miradas sobre la dictadura”	—
Unit III. Feelings & Emotions			
16	Deep Emotions Expressing emotions	In-class debate: “Lo que más me enoja de los argentinos” Practice: Subjunctive	Reading: <i>No te cueles,</i> “En camino” pp. 52-53 Grammar Review: “En camino” pp. 68-69 Homework Practice: “En camino” p. 57
17	Out of Control Expressing emotions	In-class viewing: “Mujeres al borde de un ataque de nervios” (Film scene) In-class debate: “Detrás de las noticias: Un día de furia” Practice: Contrasting uses of Subjunctive & Indicate	—

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18	Out of Control Expressing emotions and feelings	In-class debate: “Relatos salvajes”	—
19	Between Revenge & Justice (I) What is right?	In-class debate: “El secreto de sus ojos” Practice: Subjunctive to express possibility and probability	—
20	Between Revenge & Justice (II) Film study	In-class viewing: “El secreto de sus ojos”	—
21	Art & Creativity Talking about arts & Valuation	In-class debate: “El año de los números redondos” Practice: Prepositions	Grammar Review: “En camino” pp. 70-73 Homework Practice: “En camino” pp. 61-63
22	Art & Emotions How do you feel?	Field Study: Museo Nacional de Bellas Artes	—
Unit IV. Beliefs & Myths			
23	Mythic Figures of Argentina Expressing opinions & sequencing ideas	In-class debate: “Mythic figures of Argentina” Practice: Subjunctive	—
24	Heroes & Saints Expressing opinions & sequencing ideas	In-class debate: “Gardel, el Che & Maradona”	Grammar Review: General Review

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25	Heroes & Saints The Historic First Lady	Field Study: Museo Evita	—
26	FINAL ORAL & WRITTEN EXAM		

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SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)