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Program offering course	JTerm Spanish in action
Course name	ADVANCED SPANISH
Course code	SPAN301SIA/JT
Areas of interest	Spanish language, linguistics, modern languages, philology, cultural studies, social sciences, communication and social media
Language of instruction	Spanish
U.S. Semester Credits	3
Contact Hours	45
Term	J-TERM 2020
Course meeting times	TBD
Course meeting place	FLACSO Argentina
Professor	Silvia Luppino
Contact Information	adelastudyabroad@flacso.org.ar
Office address	Tucumán 1966 CABA
Office hours	TBD

Course Description

The course proposes to work with different communicative tasks through a hierarchy and gradation of grammatical and lexical contents and integrated skills.

The main goal includes the understanding and production of different text types and discursive modes to achieve proper and accurate use of the target language according to the expected level.

Learning Objectives

By completing this course, students will be able to:



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- Produce oral and written texts that are grammatically, discursively and contextually correct.
- Understand the characteristics of Rioplatense Spanish in different socio-cultural immersion contexts.
- Increase and consolidate comprehension of Spanish grammatical, lexical and normative system.
- Utilize the target language to integrate their learning and previous knowledge within the local culture and environment.

Course Prerequisites

Intermediate Spanish level

Course dynamic

Through presentations, conceptual and proactive explanations of oral and written interaction, the class will develop by putting the language into action in real communicative situations. The program supports the principle of teaching and learning Spanish in Spanish, from the initial levels and gaining complexity and grammatical precision always through communicative objectives.

Assessment and Final Grade

Attendance, Homework, and Class Participation	15%
Midterm Written Evaluation	20%
Final Written Evaluation	15%
Written assignments (2, 10 % each)	30%
Oral Presentation (2, 10 % each)	20%
TOTAL	100 %

Course Requirements

Attendance, Homework, and Class Participation

Attendance is mandatory. Specific homework assignments will be required for each class. An active participation during classes is encouraged.





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Midterm and Final Written Evaluation

Midterm and final written evaluations will assess the fulfillment of communicative tasks, adequacy to the discursive genre, coherence and cohesion, grammar correction, and variety and appropriateness of vocabulary.

Written assignments

Written assignment will be a key component. Each student will produce two individual texts, according to the topic and the discourse genre worked in class. The evaluation process is based on a specific rubric for assessment each level of competence in writing skills.

Oral Presentation

Two oral presentations will be required. The final grade for these oral presentations will consider fluency, vocabulary, pronunciation and intonation skills, and use of communicative resources. It will be graded according to the following criteria: fulfillment of task, adequacy to discursive genre, engagement of audience, relevance of information presented, coherence and cohesion, grammar correction, variety and appropriateness of vocabulary, fluency, and intonation and pronunciation.



Weekly Schedule

WEEK 1

Introduction to the course.

Awareness of the Spanish varieties. Spanish varieties en Latin America and the US. The rioplatense Spanish: grammatical. Indigenous languages in Argentina.

The City of Buenos Aires. Demographic, economic, social indicators. Past and current migrations, indigenous people, afro-descendants.

-Grammar contents: Revision of present subjunctive. The present perfect subjunctive. Uses of ser and estar in particular contexts. Uses of the preterite and the imperfect conveying different perspectives and nuances; revision of uses of the pluperfect. Narrative markers.

-Communicative functions: Describe, express opinions and emotions. Explain conditions, describe places and situations. Explain processes using different points of view. Narrate events within different timeframes.

-Reading: Vivir entre lenguas, by Sylvia Molloy (selection).

"Al final, ¿llegamos de los barcos?", La Nación, 2011/09/04.

<https://www.lanacion.com.ar/lifestyle/al-final-llegamos-de-los-barcos-nid1402942>

"Radiografía de los hogares porteños", Infobae 08/20/2019.,

<https://www.infobae.com/sociedad/2019/08/20/radiografia-de-los-hogares-de-la-ciudad-de-buenos-aires-como-viven-los-portenos-y-cual-es-el-ingreso-promedio/>

-Listening: samples including different Spanish varieties; guided tours.

-Speaking: Group discussion; interviews to locals during the co-curricular activities, oral narrations.

-Writing: Descriptive and narrative texts.

-Co-curricular activities: Museo Etnográfico. Los Galgos café.

WEEK 2

Human rights. Civil and political rights.

Abuelas y Madres de Plaza de Mayo. Sites of memory. Film: Infancia clandestina, by Benjamín Ávila.

Political life in Argentina. The vote as duty and right. The "young vote" Law.

-Grammar contents: Uses of the imperfect subjunctive in nominal and adjective clauses. Uses of indicative and subjunctive in concessive clauses (present and past).



-Communicative functions: Express opinions referred to past events. Argue and justify diverse points of view through different argumentative strategies. Express agreement and disagreement.

-Reading: "Abuelas de Plaza de Mayo, una historia que cumple 40 años", El País, 10/27/2017,

https://elpais.com/internacional/2017/10/27/actualidad/1509124688_291498.html

Infierno grande (short story), by Guillermo Martínez,

<http://guillermomartinezweb.blogspot.com/2011/06/infierno-grande-primer-cuento-infierno.html>

Análisis del voto joven. Observatorio Electoral

<https://www.argentina.gob.ar/interior/observatorioelectoral/analisis/voto-joven>

-Speaking: Class debates. Interaction with guest speaker.

-Listening: Guide in Parque de la Memoria. Talks with guest speakers. Film: Infancia clandestina

-Writing: Argumentative essay. Film review.

Co-curricular activities: visit to Parque de la Memoria.. Talk with Benjamín Ávila (filmmaker).

-Oral Presentations

-Midterm written evaluation

WEEK 3

Activism and social movements: two perspectives

Feminism and gender. Ni Una Menos. The inclusive language. 2. Environmental challenges: agrochemicals and health

-Grammar contents: Uses of the imperfect subjunctive in adverbial clauses. Use of infinitive, indicative and subjunctive. Uses of se, the passive voice.

-Communicative functions: Express purposes, place events Describe and express processes using impersonalization strategies.

-Reading: La revolución de las hijas, by Luciana Peker (selection)

"Con acento en la e", by Mariana Carbajal, Página 12, 08/18/2018,

<https://www.pagina12.com.ar/136058-con-acento-en-la-e>

Entrevista a Santiago Kalinowski, 01/09/2019

<http://anccom.socials.uba.ar/2019/01/09/toda-lucha-tiene-discurso-propio/>

-Reading: "Contaminación del agua y graves problemas de salud", by Fernando Soriano, Infobae, 04/11/2019,



<https://www.infobae.com/sociedad/2019/04/10/contaminacion-del-agua-y-graves-problemas-de-salud-ordenaron-suspender-la-fumigacion-con-agroquimicos-en-pergamino/>

"Litio y sacrificio ambiental", by Sabrina Roth, Página 12, 02/07/2019.

<https://www.pagina12.com.ar/173523-litio-y-sacrificio-ambiental>

- Speaking: Class debates. Interaction with guest speaker.
- Writing: Argumentative essay.
- Listening: Talk with guest speaker; tv interviews TBD. Viaje a los pueblos fumigados (documentary), by Fernando Solanas.
- Co-curricular activity: Talk with Mariana Carbajal (journalist).

WEEK 4

La lengua en la literatura.

-Grammar content: Conditional clauses with indicative and subjunctive. Uses of the imperfect and pluperfect subjunctive. Indirect speech. General revision.

-Communicative functions: Express hypothesis, wishes, advice, anger, regret, and other emotions.

-Reading: La habitación del presidente (nouvelle), by Ricardo Romero.

-Speaking: Role-play. Interaction with guest speaker.

-Listening: Talk with guest speaker.

-Writing: Fictional texts.

-Oral Presentations

-Co-curricular activity: Talk with Ricardo Romero (writer).

-Final written evaluation

-Final feedback. Reflections about learning goals.

After grading, both general and individual comments on performance will be given by instructor. A final reflection about learning goals and achievements will close the course.



Course Materials

Readings

"Radiografía de los hogares porteños", Infobae, 08/20/2019.

<https://www.infobae.com/sociedad/2019/08/20/radiografia-de-los-hogares-de-la-ciudad-de-buenos-aires-como-viven-los-portenos-y-cual-es-el-ingreso-promedio/>

Martínez, G. (1989). *Infierno grande*. Buenos Aires: Planeta.

<http://guillermomartinezweb.blogspot.com/2011/06/infierno-grande-primer-cuento-infierno.html>

"Abuelas de Plaza de Mayo, una historia que cumple 40 años", El País, 10/27/2017,

https://elpais.com/internacional/2017/10/27/actualidad/1509124688_291498.html

Navarra, G.. "Al final, ¿llegamos de los barcos?", La Nación, 2011/09/04.

<https://www.lanacion.com.ar/lifestyle/al-finalllegamos-de-los-barcos-nid1402942>

Peker, L. (2019). *La revolución de las hijas*. Buenos Aires: Planeta.

Romero, R. (2015). *La habitación del presidente*. Buenos Aires: Eterna Cadencia

Carbajal, Mariana. "Con acento en la e", Página 12, 08/18/2018

<https://www.pagina12.com.ar/136058-con-acento-en-la-e>

Molloy, S. (2016). *Vivir entre lenguas*. Buenos Aires: Eterna Cadencia.

Soriano, F. "Contaminación del agua y graves problemas de salud". Infobae, 04/11/2019. <https://www.infobae.com/sociedad/2019/04/10/contaminacion-del-agua-y-graves-problemas-de-salud-ordenaron-suspender-la-fumigacion-con-agroquimicos-en-pergamino/>

Roth, S. "Litio y sacrificio ambiental". Página 12, 02/07/2019

<https://www.pagina12.com.ar/173523-litio-y-sacrificio-ambiental>

Svampa, M. (2009). *Cambio de época. Movimientos sociales y poder político*. Buenos Aires: Siglo XXI.

Observatorio Político Electoral, Ministerio del Interior: "Análisis del voto joven"

<https://www.argentina.gob.ar/interior/observatorioelectoral/analisis/voto-joven>

Entrevista a Santiago Kalinowski, 01/09/2019

<http://anccom.sociales.uba.ar/2019/01/09/toda-lucha-tiene-discurso-propio/>





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Online Resources

Abuelas de Plaza de Mayo. www.abuelas.org.ar

Espacio Memoria y Derechos Humanos. www.espaciomemoria.ar

Instituto Nacional contra la Discriminación, la Xenofobia y el Racismo.
<https://www.argentina.gob.ar/inadi>

Ministerio de Educación. Entrevista a Carlos Massota.
<https://www.educ.ar/recursos/109525/carlos-masotta-especial-12-de-octubre-2011>

Museo Etnográfico. museo.filo.uba.ar

Parque de la Memoria. <http://parquedelamemoria.org.ar/>

Media Resources

Films:

El abrazo partido (2004), by Daniel Burman

Infancia clandestina (2011), by Benjamín Ávila

La ciudad que huye (2006), by Lucrecia Martel

Viaje a los pueblos fumigados (2018), by Fernando Solanas

Others:

Un argentino por la ruta de la seda, <https://twitter.com/periodistan?lang=es>





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Lecturer bio

Silvia Luppino has a degree in Linguistics and Literature from Universidad de Buenos Aires and a postgraduate certification as Expert in Teaching Spanish as Foreign Language from Universidad Antonio de Nebrija (Spain). She has been working in international education for more than twenty years. She is the Language Coordinator in New York University Buenos Aires since 2008, where she also teaches Spanish language courses to undergraduate and graduate students. She has served as Academic Coordinator at the Spanish Department of Language Institute at Universidad de Buenos Aires, as well as Academic Coordinator of Spanish for Refugees, a program run by Universidad de Buenos Aires and the United Nations. Recently, she has taught Spanish for Syrian refugees at Universidad Católica Argentina (UCA). She has participated in different projects to develop didactic materials for monolinguals and plurilingual courses, as well as for specific purposes classes (graduate students of Law, Social Work, Public Health, among others). Her fields of interest are the relationship between language and culture, Spanish for migrants and refugees, the development of didactic material for non-native and heritage speakers, language policies and curricular management.



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