

Program offering course	Sociocultural Studies of Latin America
Course name	BEGINNING SPANISH
Course code	SPAN101SS/SEM
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	Fall 2020
Course meeting times	TBD
Course meeting place	FLACSO Argentina
Professor	María Eugenia Destefanis
Contact Information	adelastudyabroad@flacso.org.ar
Office address	Tucumán 1966 CABA
Office hours	TBD one hour per week

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.

Student learning outcomes

By completing this course, students will be able to:

- understand basic and concrete vocabulary to be able to communicate within and beyond the classroom;
- understand texts on familiar topics and the characteristics of Rioplatense Spanish in basic socio-cultural immersion contexts;



- perform basic functions (introduce and provide personal information, narrate events in the past and present, make requests, express emotions, ask questions on a familiar topic, etc.).

Course Prerequisites

None

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.

Communication is the main goal. During classes, students will do various activities, such as oral and written presentations, guided practices, as well as communicative tasks, such as interaction with local people or visits to different places.

Assessment and Final Grade

Attendance, Homework, and Class Participation	15%
Midterm Written Evaluation	20%
Final Written Evaluation	25%
Final project	20%
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.

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.



Final project

A research will be developed regarding a cultural topic selected from a list provided by instructor. "Real world" knowledge and skills will have to be utilized to look for information in oral and written texts, interview people, visit places, etc. The result of the research will be orally presented to the class with visual support.

Oral Presentations

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

-Grammar contents: Personal pronouns. Verb conjugation: *ser, tener*. Gender and number.

The alphabet and pronunciation (spelling). Numbers. Greetings and courtesy expressions.

-Communicative functions: Greet people. Provide personal information.

Ask about personal information. Classroom instructions.

-Speaking: Introduce yourself to the class. Exchange telephone numbers.

-Reading: "Hola, ¿qué tal?". Greeting dialogues.

-Writing: A brief introduction of yourself.

-Listening: Radio & TV News Presentations. Escuelas argentinas: visitas.

Co-curricular activity: Getting to know FLACSO and the area: meet three staff and three vendors around the area and ask about their basic personal information.

WEEK 2

-Grammar contents: Present Indicative tense: regular verbs. Interrogative words. Frequency adverbs and expressions. Time.

-Communicative functions: Ask and speak about habitual actions and its frequency.



- Speaking: Describe the usual time and way you do meals, work and sports in your country.
- Reading: "Extranjeros y las costumbres argentinas".
- Writing: Questions to interview the guest lecturer.
- Listening: "Los hábitos saludables de los argentinos".

Guest lecturer: An interview to a FLACSO personnel (someone they are in contact with) to present him/herself and what he/she is involved in with the students.

WEEK 3

- Grammar contents: Verb conjugation: *poder*. Possessive adjectives. Nominal agreement.
- Fixed expressions to order food. Food and beverages. Adjectives to describe people.
- Communicative functions:
Introduce and describe other people. Describe your family. Express possession. Order food.
- Speaking:
Introduce and describe your family members. Role play: ordering at a restaurant.
- Reading: Research article: "¿Cómo comen los argentinos?" Magazine article: "Julieta Rada" (fragment).
- Writing: Your family.
- Listening: Presentación de Mafalda.

Oral presentation 1

WEEK 4

- Grammar contents: Verb conjugation: *ir*, *querer*. Future tense: *ir + a + infinitive*. Connections: *porque* and *pero*. More numbers.
- Communicative functions: Give and ask for directions. Express and discuss plans.
- Speaking: Organizing an outing for the weekend. Role play: asking for directions.
- Reading: Different options in Buenos Aires: search the web pages of Turismo Buenos Aires and Agenda Cultural de Buenos Aires.
- Writing: Your plans for the semester.
- Listening: "Los planes de Facebook" (CNN).



Co-curricular activity: Let's go for lunch to a restaurant: each student will suggest a restaurant and the class will decide where to go.

WEEK 5

-Grammar contents: Use of *hay* and *estar*. Vocabulary: rooms of the house and objects. Demonstrative adjectives and location adverbs. The weather.

-Communicative functions: Describe places and weather. Locate objects.

-Speaking: Organizing a trip together: discuss the pros and cons of different possible locations.

-Reading: "Departamento en venta en Belgrano".

-Writing: Description of the neighborhood, the house (or flat) you are living in in Buenos Aires and your room.

-Listening: "Un clima de locos" (Educar).

Co-curricular activity: At an art museum: MALBA or Bellas Artes.

WEEK 6

-Grammar contents: Present continuous: *estar* + gerund (*-ando*, *-iendo*). *Ser* vs. *estar*. Adjectives to describe feelings.

-Communicative functions: Speak about ongoing actions. Express feelings and emotions. Describe pictures.

-Speaking: Explain what you do when you are in different moods.

-Reading: "¿Qué estamos haciendo?" (Argentina.gob.ar).

-Writing: Describe a personal picture including the place and the people in it (how they are and what they are doing).

-Listening: TV show: "El encuentro", Mi hermano es un clon.

WEEK 7

-Grammar contents: Verbs *gustar*, *encantar*. Quantifiers: *muy* / *mucho*. Agree and disagree: *también* and *tampoco*. Vocabulary: clothing and accessories. Irregular verbs in the Present tense: *e > ie* and *o > ue*.

-Communicative functions: Express likes, dislikes and preferences. Shopping: asking for products and prices.

-Speaking: Ask and explain preferences to classmates. Role play: buying clothes.



-Reading:Magazine article: "Lo que ellas quieren: el ranking de las cosas que más les gustan a las mujeres argentinas"."Los Shoppings más importantes de Capital y Gran Buenos Aires".

-Writing:Your clothes preferences for different occasions.

-Listening:Shopping at a huge fair: Viví La Salada #1.

Co-curricular activity: At the shopping mall.

WEEK 8

-Grammar contents:*Tener que* + infinitive.Indefinite Pronouns and adjectives.

-Communicative functions:Express obligation.Give advice.Extend, accept, reject invitations and excuse.

-Speaking:Explain a problem and receive advice.Role play: invitations.

-Reading:Magazine article: "Belgrano: los clásicos y las nuevas propuestas de este barrio que no para de crecer" (*Oh Lalá*). Options for all tastes.

-Writing:The style of a student living in Buenos Aires: description and recommendations for the Clothes section of FLACSO Campus Web (100 words essay).

-Listening:Inviting to a trip to Montevideo. TV Show: *Simona*.

Midterm

WEEK 9

-Grammar contents:Irregular verbs in the Present tense.Reflexive verbs.

-Communicative functions:

Talk about spare time and favorite activities.Good and bad habits.

-Speaking:

Find out your mate's routine and tell them about yours.

-Reading:

"¿Qué prefieren hacer los argentinos con su tiempo libre?"."¿Cuál es el mejor horario para cenar?".

-Writing:An email to a friend: your daily life in Buenos Aires.

-Listening:Modern life and its effects on global warming. Vida cotidiana (Educar), fragment.

¿Qué tienen los pobres en la cabeza?, Mayra Arenas. Ted talk x Bahía Blanca.



Oral Presentation 2

WEEK 10

-Grammar contents: Past tense: Preterit regular conjugation and *dar, ser, ir*. Sequencing words: *primero, más tarde, después, por último, finalmente*.

-Communicative functions: Talk about past events.

-Speaking: Interview a classmate on what he/she did last semester and compare your answers.

The first or last time you did different activities.

-Reading: Relevant events from different countries.

-Writing: A local's last vacation.

-Listening: Acontecimientos históricos que cambiaron el mundo.

Guest lecturer: A local undergraduate student.

WEEK 11

-Grammar contents: Past tense: stem-changing irregular verbs in the Preterit. Use of *ya/ todavía*.

Direct Object pronouns. Time expressions for the past.

-Communicative functions: Organize a party. Confirm information about other people's actions. Sequence events. Discuss different opinions.

-Speaking: Comment and discuss the importance of a relevant figure (in any field) based on their actions. Role play: checking established actions on a teamwork.

-Reading: Estela de Carlotto biography. Roberto Arlt's writing (fragments selection)

-Writing: Your autobiography.

-Listening: Roberto Arlt (Canal Encuentro).

WEEK 12

-Grammar contents: Past tense: more irregular verbs in the Preterit. Prepositions: *a, en, de, desde, hasta*.

-Communicative functions: Read and discuss local news. Agree and disagree.

-Speaking: Present and comment relevant news of the day and week.

-Reading: A piece of news (selection will be made on week 11).

-Writing: Your CV and a presentation letter.



-Listening:News on the radio.

WEEK 13

-Grammar contents:Past tense: Imperfect conjugation (regular and irregular).Comparative structures.

-Communicative functions:Describe places and people in the past.Compare how things were and how they are now.

-Speaking: Describe your childhood city or town.Compare how you looked like 10 years ago and now.

-Reading:"La escuela del 'ayer': una lectura nostálgica".

-Writing:Interview a local grandparent and write about his/her childhood.

-Listening:Vida familiar en la época colonial.

Guest lecturer:A journalist or writer.

Final Project: Draft.

WEEK 14

-Grammar contents:Imperfect vs. Preterit.Prepositions: *por/ para*.

-Communicative functions:Narrate and describe in the past.Ask about and explain the details of a story.

-Speaking:Your decision of coming to Buenos Aires.A ridiculous situation you were involved in.

-Reading:A short story by Eduardo Galeano: "Noche Buena".

-Writing:A story of immigration.

-Listening:Alex and Margarita's stories. Migrantes II: colombianos en Argentina. (Canal Encuentro).

WEEK 15

General review.

Final written evaluation

Final Project presentation.

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

"Belgrano: los clásicos y las nuevas propuestas de este barrio que no para de crecer", Revista *Oh Lalá*, julio 2019 (pp. 44-54).

"¿Cómo comen los argentinos?" <<https://www.arcor.com/vida-saludable/como-comen-los-argentinos>> Web 30 de julio de 2019.

"¿Cuál es el mejor horario para cenar?" <<https://www.lanacion.com.ar/lifestyle/cual-es-el-mejor-horario-para-cenar-nid2130387>> Web 9 de agosto de 2019.

"Departamento en venta en Belgrano" <<https://www.orwel.com.ar/p/1061167-Departamento-en-Venta-en-Belgrano-Migueletes-al-900>> Web 3 de agosto de 2019.

Eduardo Galeano (1989). "Nochebuena". *El libro de los abrazos*. Buenos Aires: Siglo XXI.

"Extranjeros y las costumbres argentinas"

<<https://www.losandes.com.ar/article/view?slug=extranjeros-y-las-costumbres-argentinas>> Web 2 de agosto de 2019.

"Julieta Rada". Revista *Oh Lalá*, julio 2019 (p. 32).

"La escuela del 'ayer': una lectura nostálgica"

<<https://www.nuevatribuna.es/articulo/historia/escuela-ayer-lectura-nostalgica/20180204184331148145.html>> Web 13 de agosto de 2019.

"Lo que ellas quieren: el ranking de las cosas que más les gustan a las mujeres argentinas" <<https://www.minutouno.com/notas/1474184-lo-que-ellas-quieren-mira-el-ranking-las-cosas-que-mas-les-gustan-las-mujeres-argentinas>> Web 3 de agosto de 2019.

"Los Shoppings más importantes de Capital y Gran Buenos Aires" <<https://www.argentino.com.ar/los-shoppings-mas-importantes-de-capital-y-gran-buenos-aires-F1408C6061ED5>> Web 9 de agosto de 2019.

"¿Qué estamos haciendo?" <<https://www.argentina.gob.ar/planbelgrano/queestamoshaciendo>> Web 3 de agosto de 2019.

"¿Qué prefieren hacer los argentinos con su tiempo libre?" <<https://www.elnueve.com/que-prefieren-hacer-los-argentinos-con-su-tiempo-libre>> Web 9 de agosto de 2019.

Online Resources





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Facultad
Latinoamericana de
Ciencias Sociales.
Sede Argentina.

Área Estudios
Latinoamericanos.

Ministerio de Educación de la Nación Argentina. Portal educ.ar. Web. 30 de marzo de 2015.

<<http://www.educ.ar>>

Sitio oficial de Turismo de la Ciudad de Buenos Aires. Recorridos turísticos. Web. 30 de marzo de 2015.

<<http://www.turismo.buenosaires.gob.ar/es/agrupador-noticias/recorridos-turisticos>>

Sitio oficial de Cultura de la Ciudad de Buenos Aires. Agenda cultural. Web. 30 de marzo de 2015.

<<http://www.buenosaires.gob.ar/cultura>>

Welcome Argentina. Información turística sobre la República Argentina. 2003-2015. Web. 30 de marzo de 2015.

<<http://www.welcomeargentina.com>>

Media Resources

Acontecimientos históricos que cambiaron el mundo.

<<https://www.youtube.com/watch?v=opWIKIi99v4>>

Apertura Nuevo Telefe Noticias 4/9/2017 - Telefe, Televisión Federal S.A.

<<https://www.youtube.com/watch?v=-JNtUiZB51M>>

"El encuentro", Mi hermano es un clon (Capítulo 1: 03-09-18)

<https://www.eltrecetv.com.ar/programas/mi-hermano-es-un-clon/capitulos-completos/capitulo-1-de-mi-hermano-es-un-clon_105278> (3:00)

Vida familiar en la época colonial <<https://www.youtube.com/watch?v=y78Kcr7aMaE>>

"Los hábitos saludables de los argentinos"

<https://www.clarin.com/entremujeres/habitos-saludables-argentinos_3_Skz2NQ8Sf.html>

"Los planes de Facebook" <<https://www.youtube.com/watch?v=q7dHLwJmddk>> (1:50)





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Migrantes II: Colombianos en Argentina - Canal Encuentro
<<https://www.youtube.com/watch?v=GHUzhaoOSQk>>

Presentación de Mafalda: <<https://www.youtube.com/watch?v=-JNtUiZB51M>>

Roberto Arlt <https://www.youtube.com/watch?v=CzvF_cvYQVI>

Simona (Capítulo 84): <<https://www.youtube.com/watch?v=MDYlkkcNWRy>> (10:40-11:45)

Ted talk x Bahía Blanca <<https://www.youtube.com/watch?v=4JDu69Jy41Y>>

Ted Talk x Río de la Plata: Gonzalo Vilariño
<https://www.ted.com/talks/gonzalo_vilarino_how_argentina_s_blind_soccer_team_became_champions?language=es>

Un clima de locos: <<https://www.educ.ar/recursos/50528/un-clima-de-locos>> (2:40)

Vida cotidiana <<https://www.educ.ar/recursos/50435/vida-cotidiana>> (2:00)

Viví La Salada #1 <<https://www.youtube.com/watch?v=NyZXIJ1AKEw>> (fragments)

Lecturer bio

María Eugenia Destefanis holds a BA in Linguistics and Literature from the University of Buenos Aires (2004), and received an MA in Applied Linguistics from the University of





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Jaén (2014). She has taught courses on Spanish language and culture at different institutions in Argentina and for different programs of US universities, including Princeton University, Dartmouth College and University of Pennsylvania's Lauder Institute. She has published articles and manuals of Spanish as a Second Language. She has also been the Coordinator of the Spanish Language Department at the University of Belgrano in Buenos Aires since 2009.

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