

Program offering course	Summer Spanish in action
Course name	BEGINNING SPANISH
Course code	SPAN101SIA/SU
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	Summer 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 1 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.

Assessment and Final Grade

Attendance, Homework, and Class Participation	15%
Midterm Written Evaluation	20%
Final Written Evaluation	25%
Final Project	20%
Oral Presentations (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.

Present Indicative tense: regular verbs. Interrogative words. Frequency adverbs and expressions.

Time. Ask and speak about habitual actions and its frequency.

Verb conjugation: *poder*. Possessive adjectives. Nominal agreement.

Fixed expressions to order food. Food and beverages. Adjectives to describe people.

Verb conjugation: *ir, querer*.

Future tense: *ir + a + infinitive*.

Connections: *porque* and *pero*.

-Communicative functions:

Greet people. Provide personal information.



Ask about personal information Classroom instructions.

Introduce and describe other people. Describe your family.

Express possession. Order food.

Give and ask for directions. Express and discuss plans.

-Speaking:

Introduce yourself to the class. Exchange telephone numbers.

Describe the usual time and way you do meals, work and sports in your country.

Introduce and describe your family members.

Role play: ordering at a restaurant.

Organizing an outing for the weekend.

Role play: asking for directions.

-Reading:

"Hola, ¿qué tal?". Greeting dialogues. "Extranjeros y las costumbres argentinas".

Research article: "¿Cómo comen los argentinos?" Magazine article: "Julieta Rada" (fragment).

Different options in Buenos Aires: search the web pages of Turismo Buenos Aires and Agenda Cultural de Buenos Aires.

-Writing:

A brief introduction of yourself. Your family. Your plans for the semester.

-Listening:

Radio & TV News Presentations.

Escuelas argentinas: visitas.

"Los hábitos saludables de los argentinos".

Presentación de Mafalda.

"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 2

-Grammar contents:



Use of *hay* and *estar*. Vocabulary: rooms of the house and objects.

Demonstrative adjectives and location adverbs. The weather.

Present continuous: *estar* + gerund (-ando, -iendo).

Ser vs. *estar*.

Adjectives to describe feelings.

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*.

Tener que + infinitive.

Indefinite Pronouns and adjectives.

-Communicative functions:

Describe places and weather. Locate objects. Speak about ongoing actions.

Express feelings and emotions. Describe pictures. Express likes, dislikes and preferences.

Shopping: asking for products and prices.

Express obligation. Give advice.

Extend, accept, reject invitations and excuse.

-Speaking:

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

Explain what you do when you are in different moods. Ask and explain preferences to classmates.

Role play: buying clothes.

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".

Explain a problem and receive advice.

Role play: invitations.

-Reading:

"Departamento en venta en Belgrano".

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

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".



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

-Writing:

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

Describe a personal picture including the place and the people in it (how they are and what they are doing). Your clothes preferences for different occasions.

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

-Listening:

"Un clima de locos" (Educar). TV show: "El encuentro", Mi hermano es un clon.

Shopping at a huge fair: Viví La Salada #1. Inviting to a trip to Montevideo. TV Show: *Simona*.

-Co-curricular activity:

At an art museum: MALBA or Bellas Artes.

-Presentation 1: Your favorite painting at the museum.

-Final Project: Part 1.

-Midterm

WEEK 3

-Grammar contents:

Irregular verbs in the Present tense. Reflexive verbs.

Past tense: Preterit regular conjugation and *dar, ser, ir*.

Sequencing words: *primero, más tarde, después, por último, finalmente*.

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

Direct Object pronouns.

Time expressions for the past.

-Communicative functions:

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



Organize a party. Confirm information about other people's actions. Sequence events.

Discuss different opinions.

-Speaking:

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

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

The first or last time you did different activities.

Comment and discuss the importance of a relevant figure (in any field) based in their actions.

Role play: checking established actions on a teamwork.

-Reading:

"¿Qué prefieren hacer los argentinos con su tiempo libre?".

"¿Cuál es el mejor horario para cenar?". Relevant events from different countries.

Estela de Carlotto's biography.

Roberto Arlt's writing (fragments selection)

-Writing:

An e-mail to a friend: your daily life in Buenos Aires. A local's last vacation. Your autobiography.

-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.

Acontecimientos históricos que cambiaron el mundo. Roberto Arlt (Canal Encuentro).

-Guest lecturer:

A local undergraduate student.

-Presentation 2: a song you like in Spanish (the story and the performer).

-Final Project: **Part 2.**

WEEK 4

-Grammar contents:

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



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

Imperfect vs. Preterit. Prepositions: *por/ para*.

-Communicative functions:

Read and discuss local news. Agree and disagree.

Describe places and people in the past.

Compare how things were and how they are now.

Narrate and describe in the past. Ask about and explain the details of a story.

-Speaking:

Present and comment relevant news of the day and week.

Describe your childhood city or town.

Compare how you looked like 10 years ago and now.

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

-Reading:

A piece of news (selection will be made on week 3).

"La escuela del 'ayer': una lectura nostálgica". A short story by Eduardo Galeano:
"Nochebuena".

-Writing:

Your CV and a presentation letter. Interview a local grandparent and write about his/her childhood.

A story of immigration.

-Listening:

News on the radio. Vida familiar en la época colonial.

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

-Guest lecturer:

A journalist or writer.

-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/queestamos haciendo>> 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

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=opWIKI99v4>>

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)

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 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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