



<b>Program offering course</b>	<b>Semester Sociocultural Studies of Latin America</b>
<b>Course name</b>	<b>INTERMEDIATE SPANISH</b>
<b>Course code</b>	<b>SPAN201SS/SEM</b>
<b>Areas of interest</b>	Spanish language, linguistics, modern languages, philology, cultural studies, social sciences, communication and social media
<b>Language of instruction</b>	Spanish
<b>U.S. Semester Credits</b>	3
<b>Contact Hours</b>	45
<b>Term</b>	Fall 2020
<b>Course meeting times</b>	TBD
<b>Course meeting place</b>	FLACSO Argentina
<b>Professor</b>	María Laura Lanzoni
<b>Contact Information</b>	<a href="mailto:adelastudyabroad@flacso.org.ar">adelastudyabroad@flacso.org.ar</a>
<b>Office address</b>	Tucumán 1966 CABA
<b>Office hours</b>	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

- Understand the characteristics of Rioplatense Spanish in different socio-cultural immersion contexts.
- Produce oral and written texts that are grammatically, discursively and contextually correct.



- 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

Beginning Spanish

### 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





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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**

Presentation of the scope of the course and instruction method. Habits, likes, dislikes, preferences and interests.

-Grammar content: review of present indicative, both regular and irregular verbs. Expressions of frequency.

-Communicative functions: give and ask for personal information.

-Readings: social networks profiles.

-Speaking: describe habits.

-Listening: short videos of people talking about their habits.

-Writing: a personal profile.

#### **WEEK 2**

Lifestyles and cultural issues.

-Grammar content: typical expressions of comparison. Use of "se" to express impersonality.



-Communicative function: describe and compare similarities and differences between their culture and the immersion culture.

-Listening: audiovisual material on "La cultura del café".

-Speaking: describe and compare cultural issues.

-Reading: short newspaper articles on cultural issues.

-Writing: a commentary to be shared in a forum.

**Co-curricular activity:** a walk around the neighborhood. Observe street scenery and landmarks and take photographs.

### WEEK 3

Stories about the past.

-Grammar content: review of preterit indicative, morphology of regular and most common irregular verbs. Review of pronominal system in Spanish.

-Communicative function: give and ask for information about relevant personal events.

-Reading: short stories on Argentinian characters' life.

-Speaking: share information extracted from the stories.

-Listening: short videos about relevant Argentinian artists.

-Writing: a report on the interview.

**Special guest:** interview a relevant character of rioplatense culture.

### WEEK 4

Relevant historical events in the city.

-Grammar content: review of preterit indicative, morphology of irregular verbs. Typical time expressions for this verb tense.

-Communicative function: give and ask for information about historical events.

-Reading: webpages.

-Speaking: small group conversation to share information extracted from webpages and decide places to visit.

-Listening: Podcast BA Barrios creativos.

-Writing: a blog post.





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**Co-curricular activity:** visit historical landmarks in the district to take photographs and share information with class.

## WEEK 5

Lifestyles and cultural landmarks in old Buenos Aires City. Habits, likes, dislikes, preferences and interests in the past.

-Grammar content: review of imperfect indicative, morphology of both regular and irregular verbs. Typical time expressions for this verb tense.

-Communicative function: compare similarities and differences between Buenos Aires and students' cities, and between past and present.

-Reading: "El padre", short story by an immigrant writer.

-Listening: Video with immigrants stories.

-Speaking: small group conversations to share family stories related to migration.

-Writing: a narrative text.

**Special guest:** listen to the story of an Argentinian with immigrant roots.

## WEEK 6

Past and present immigration in Buenos Aires. Special moments in life.

-Grammar content: contrast in narration: preterit and imperfect indicative. Pluperfect indicative to express anteriority. Typical time expressions for this verb tense.

Communicative function: Recount events in the past including descriptions and previous events.

-Reading: articles from magazines and newspapers.

-Listening: oral presentations.

-Speaking: group oral presentations.

-Writing: an email.

**Oral Presentation 1:** a special feature of local culture.

## WEEK 7

### Midterm Written Evaluation

## WEEK 8

How to handle cultural shock and interact successfully in local culture.





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- Grammar content: imperative mood (commands), morphology of affirmative and negative forms. Use of pronouns.
- Communicative function: give advice.
- Reading: short texts related to cultural shock experiences.
- Listening: stories from migrants.
- Speaking: interview to visitors.
- Writing: small pieces of advice.

**Co-curricular activity:** interview to migrants from different backgrounds to get information about intercultural experiences.

## WEEK 9

- Grammar content: present subjunctive, morphology of both regular and irregular verbs. Mandatory uses: emotions, feelings and desires.
- Communicative functions: express emotion, feelings and desires about experiences in Buenos Aires.
- Reading: former students' experiences.
- Speaking: short presentation of information to the class.
- Listening: visitor's study abroad experience.
- Writing: a blog post.

**Special guest:** interview with a professional who has lived the experience of study abroad.

## WEEK 10

Film criticism.

- Grammar content: present subjunctive, mandatory uses: evaluations.
- Communicative functions: analyze and evaluate fragments of Argentinian films.
- Reading: film reviews.
- Listening: fragments of Argentinian films.
- Speaking: small group conversation to discuss evaluations.
- Writing: a film review.

**Co-curricular activity:** watch a movie at the cinema.





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## WEEK 11

Historic cafes in the city.

- Grammar content: uses of "ser" and "estar" to describe and talk about events.
- Communicative functions: describe places and recount events that took place there.
- Reading: web pages with information about historic cafes in Buenos Aires.
- Listening: movies' scenes in cafés.
- Speaking: interview to the visitor.
- Writing: a report.

**Special guest:** interview to a professional related to movies production.

## WEEK 12

Typical food and drinks in menus.

- Grammar content: present subjunctive to express likes, dislikes, preferences and requests.
- Communicative functions: express likes, dislikes, preferences and requests.
- Reading: blogs.
- Listening: small pieces of a newscast.
- Writing: a request to the city government.
- Speaking: role play in small groups.

**Final Project:** draft

**Co-curricular activity:** visit to a historic café in Buenos Aires.

## WEEK 13

General revision and integration of contents.

**Oral Presentation 2:** my favourite historic café in Buenos Aires.

## WEEK 14

**Final Written Evaluation**

## WEEK 15





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**Final Project:** description of special features of local culture and advice to take advantage of the immersion experience.

Final feedback. Reflections about learning goals.

## Course Materials

### 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>>

### Films

Golin, S., Kilik, J. y González Inárritu, A. (productores) y González Inárritu, A. (director). (2006) *Babel*. Estados Unidos, Japón, México, Marruecos: Paramount Pictures.

Castafiore Films, Aliwood Mediterráneo Producciones, Gloriamundi Films (productores) y Sebastián Borensztein (director). (2011) *Un cuento chino*. Argentina y España: Pampa Films / Tornasol Films.

Almodóvar, A., Almodóvar, P., García, E., Mosteirín, M. Photiades, F., Rozónk G. y Sigman, H. (productores) y Szifrón, D. (director). (2014). *Relatos salvajes*. Argentina: K&S Films.

### Lecturer bio

**María Laura Lanzoni** has a degree as a Spanish Teacher and she has finished a postgraduate study in Language Sciences. She holds a diploma in Teaching Spanish as a Foreign Language from Universidad de Buenos Aires. She also graduated as a Psychologist at this university.

She is a Spanish instructor at FLACSO, at CIEE (Council on International Educational Exchange) and at Facultad de Filosofía y Letras, Universidad de Buenos Aires. Regarding







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postgraduate education, she works as a coordinator and a tutor for the e-learning postgraduate program "Diploma Superior de Gestión y Enseñanza del Español" (Spanish Management and Teaching) at FLACSO; she also teaches "Diseño y Planificación de Cursos" (Course Design and Planning), as part of an e-learning training for Spanish teachers at Universidad de Buenos Aires. She is working in assessment for *CELU* (Certificate of Spanish: Language and Use), a proficiency test of Spanish as a foreign language.



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