



<b>Program offering course</b>	<b>JTerm Spanish in action</b>
<b>Course name</b>	<b>INTERMEDIATE SPANISH</b>
<b>Course code</b>	<b>SPAN201SIA/JT</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>	J-TERM 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.





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- 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	15%
Final Project	30%
Oral Presentations (2, 10 % each)	20%
TOTAL	100 %

### Course Requirements





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## **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 – Buenos Aires: life and people**

Presentation of the scope of the course and instruction method.

Lifestyles and cultural issues. Similarities and differences between students' culture and the immersion culture. Habits, likes, dislikes, preferences and interests.



-Grammar content: review of present indicative, both regular and irregular verbs. Expressions of frequency. Typical expressions of comparison. Use of pronoun "se" to express impersonality.

-Communicative functions: give and ask for personal information.

-Reading: relevant characters' personal profiles.

-Writing: descriptive text.

-Speaking: describe and compare cultural issues.

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

**-Co-curricular activity:** a walk around the neighborhood. Observe street scenery and landmarks, take photographs and prepare a written commentary to be shared in a forum.

Talk about the past.

-Grammar content: review of preterit indicative, morphology of both regular and irregular verbs. Typical time expressions for this verb tense. Review of pronominal system in Spanish.

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

-Reading: sample of newspapers' articles.

-Writing: narrative text.

-Speaking: share information extracted from videos.

-Listening: short videos about relevant Argentinian artists.

**-Special guest:** interview a relevant character of rioplatense culture to prepare a written report.

## WEEK 2 – A journey back in the time

Lifestyles and cultural landmarks in old Buenos Aires City. Habits, likes, dislikes, preferences and interests in the past. Compare similarities and differences with their country, and between past and present.

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

-Communicative functions: give and ask for personal information about the past.

-Reading: fragments of chronicles about old Buenos Aires City.

-Writing: descriptive text.





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- Speaking: short group conversations comparing similarities and differences.
- Listening: museum guided visit.

**-Co-curricular activity:** visit a museum to search for information about old Buenos Aires City.

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

- Grammar contents: contrast in narration, preterit and imperfect indicative. Typical contexts for each tense. Pluperfect indicative to express anteriority. Typical time expressions for this verb tense.
- Communicative functions: recount events in the past including descriptions and previous events.
- Reading: fragments of short stories related to migration.
- Writing: report on interviews.
- Speaking: share information about readings, compare with own family stories.
- Listening: guests' stories.

**-Special guest:** people who have migrated to Buenos Aires.

-First Oral Presentation: a special feature of local culture.

-Midterm Written Evaluation

### **WEEK 3 – Marking experiences in life**

Successful interaction in local culture.

- Grammar content: imperative mood (commands), morphology of affirmative and negative forms. Use of pronouns.
- Communicative functions: give advice.
- Reading: former students' experiences.
- Writing: web page.
- Speaking: role playing.
- Listening: a song.
- Grammar content: present subjunctive, morphology of both regular and irregular verbs. Mandatory uses: emotion, feelings, desires and evaluations.





- Communicative functions: express emotion, feelings and desires.
  - Reading: blog posts from foreigners living in Buenos Aires.
  - Writing: blog post.
  - Speaking: talk about own experience.
  - Listening: fragments of Argentinian films.
- Co-curricular activity:** watch a movie at the cinema and write a review.

#### **WEEK 4 – Buenos Aires, the mysterious city**

Historic cafes in the city. Typical food and drinks in menus.

- Grammar content: present subjunctive to express likes, dislikes, preferences and requests. "Ser" and "estar" to describe and talk about events.
- Communicative functions: express likes, dislikes, preferences and requests.
- Reading: web pages with information about historic cafes in Buenos Aires. Menus.
- Writing: descriptive text.
- Speaking: recount stories.
- Listening: video about cafes in Buenos Aires.

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

General revision.

-Second Oral Presentation: my favorite historic café in Buenos Aires.

-Final Written Evaluation

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

-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.





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## 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.





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## 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 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.

